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ABSTRACT

This guide presents a teacher training program in Middle Eastern studies and procedures for program implementation. Details concerning program announcement, participant selection, and travel accommodations are included. Participants attended an orientation and registration workshop and an intensive academic workshop before flying to Egypt for the overseas component which consisted of field trips and lectures on Middle Eastern history, political science, economics, social issues, education, religion, and fine arts. The teachers later attended a curriculum evaluation workshop and created lesson plans and curricular materials. The evaluation of the program is mainly concerned with the effectiveness of each aspect of the program and is followed with a summary and recommendations. Sample program literature and descriptions of curricular materials, lesson plans, films, and readings are included. (CJ)

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FINAL REPORT

MIDDLE EAST TEACHER TRAINING PROGRAM

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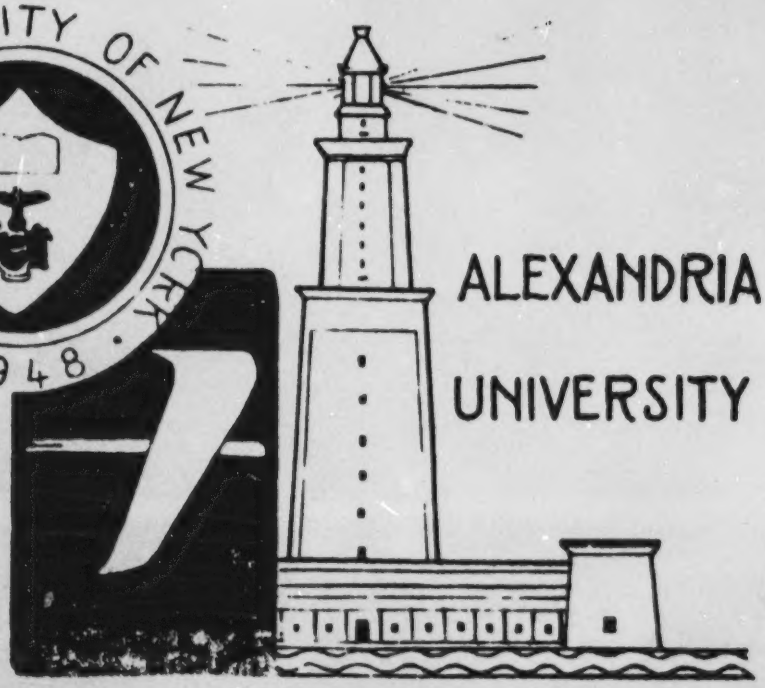

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FINAL REPORT

MIDDLE EAST STUDIES TEACHER TRAINING PROGRAM

HEW: FOREIGN LANGUAGE AREA STUDIES
Project No. 440AH B0094
Grant No. G007800064

NAIM A. SEFEIN
Professor & Project Director
State University College
Fredonia, New York

February 1, 1979

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A project of this magnitude would not have been possible without the cooperation of many persons. Without the help of the College administration, the Computer Center, the College printshop and the public relations offices, the consultants and the participants the project could not have materialized and succeeded to the degree it did. To all those who lent a hand to the success of the project the project director hereby once more extends his sincere gratitude.

A few people, however, contributed a proportionately larger share to the success of the program and deserve special attention. In Fredonia one is grateful for the positive support of President Beal, Vice President Rowland, Dean Dowd, Dean Remick, Dean Zeman and Mr. Wilson. Dean Remick's help went beyond the support in his role as Director of International Programs. He taught the participants about Islam and shared in the evaluation of the participants' curriculum projects. Dr. Edwin Lawson of the Psychology Department was an unpaid full-time consultant to the program. He participated, among other things, in the selection of the participants, in the orientation workshop, in the evaluation of the curriculum projects and in the analysis of the Semantic Differential data. Dr. John Malcolm, Director of the Instructional Resources Center and Mr. John Warren, head of photographic services in the Center contributed significantly with valuable ideas about the use of media in instruction. Drs. Silvestro and Symula helped in the evaluation of the curriculum projects. Dr. El Nasser, who served as co-director helped in planning the orientation program, in contracting the consultants for the academic workshop and in supervising matters during the first four weeks of the program in Egypt. Mrs. Nealer, the first secretary for the project was really exceptional. She had the ability to capture the hearts of the participants by doing those little extras that helped them relax and focus their energy on learning. Mrs. Victor, who followed Mrs. Nealer also deserves special mention for her professional attitude, efficiency and patience in typing and retyping the various drafts of this report.

Special mention must also be made of the contributions of Drs. El Behairy, Ghobrial and Raoof, especially in connection with the Curriculum Evaluation Workshop. They graciously accepted to return to Fredonia and spend a day or two without any remuneration.

In Egypt, the people who graciously gave of their time and went to great trouble to accommodate us and extend the Arab hospitality even during the days of Ramadan when they themselves were fasting, are too numerous to count. However, one must acknowledge the help of Dr. Abo Zeid and his staff, especially Dr. Farouk. Also the hospitality and contributions of the management of Kafr El Dawar Textiles, the Commander of Egypt's Third Army; H.E. Dr. Amal Osman, the Minister of Social Welfare; H.E. Ibrahim Shoukry, the

Minister of Land Reclamation; H.E. Ambassador Tahseen Yaseer, H.E. Husein Dabbos, Governor of Fayoum and H.E. Dr. Abdal Aziz El Sayed, previous Minister of Higher Education and founder of the Arab League Education, Scientific and Cultural Organization, is hereby acknowledged. Finally, the contributions of Reverend Menis Abdol Noor, pastor of Kasr El Dobara Coptic Egangelical Church and those of his wife are especially acknowledged. They opened their church and their home for the participants all the time and provided in addition to the traditional hospitality every conceivable help in meeting the individual needs of the participants including storing their luggage, providing interpreters at church services, allowing them the use of tape duplicating equipment, and calling on physicians from members of the church to attend to the sick.

The Project Director is also grateful for the contributions made by Exxon Corporation and by its representative Mr. Donald Snook. Esso Middle East contributed a copy of the teacher's guide and the beautiful book, An Arabian Portfolio to every participant in the program; and Mr. Snook gave a very informative lecture on the Arabian Peninsula. The book and the lecture served to complement the experience received in Egypt and helped develop among the participants a broader perspective of the Arab culture.

Lastly but not leastly, my deep appreciation goes to my wife Janet and my children Nadia and Mark. It is not uncommon in life that one takes the patience and understanding of his family for granted. But in this project some of the anticipated services did not materialize, and the budget did not allow for additional staff. The end result came to be that most of the burden of the project fell on the shoulders of the Project Director. This, added to his normal professorial duties, consumed almost every minute of his time from the middle of March until writing this report. What is more, it required the project director to be physically in Egypt for ten weeks. This absence only a year after the tragedy his family suffered in the loss of its beloved David was really hard. In the process of rehabilitation after such a major tragedy the family needed the support that only one member can give to the other. But my family's strong commitment to fully meet the demands of any accepted obligation made each member ignore his (her) personal needs and stand behind me in completing this project.

Naim Sefein
Project Director

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PART I

PROGRAM RATIONALE & OBJECTIVES:

AN OVERVIEW

I. PROGRAM RATIONALE & OBJECTIVES: AN OVERVIEW

The need for the program may be better understood by analyzing the issue of "relevant education." Why teach social studies? and how? Why teach about the Middle East? Are the objectives of teaching social studies being implemented in the existing instructions on the Middle East? If not, what are some of the contributing reasons and how can this deficiency be remedied?

Educators, despite the diversity of their philosophies, tend to agree on several principles regarding the desired objectives, contents, and teaching procedures in social studies education. The first principle is that the social studies curriculum should include more than a study of the local culture. We live in a world society. The interdependence among different parts of the world culturally, politically, and economically is so great that there is no place for isolationism. The more the citizens of one segment of that society understand their role in relation to other segments, the more they cooperate, contribute to civilization, and advance peace in the world.

The second principle relates to the development of concepts. Facts are not useful by themselves. Social studies education must go beyond memorization of facts to the understanding of concepts and relationships. Sociologically, politically and economically people of the world share common basic needs. People are organized into interest groups, share resources, have conflicts, use governments for organization. They merely differ in the means of meeting their needs. The study of these relationships requires more than facts and must cut across many disciplines, (Fenton, 1966; Kenworthy, 1969).

The third principle relates to achieving the ultimate objectives of social studies education, namely reflective thinking and value clarification. Both depend on information processing. Acquiring explicit, objective, and accurate information is essential prerequisite to sound reasoning and to rendering quality value judgments (Coombs, 1971).

Finally, social studies education serves a pragmatic objective. It orients young citizens to various international careers, such as those involved in international diplomacy, travel, business, technology, marketing and the like. Orientation toward future careers is important to the individual and to the society. If education does not attract individuals to prepare for international careers, the nation has to depend on contrived and speedy programs of recruiting and retraining people to fill its manpower needs in this domain.

The Middle East, as part of the world community, has occupied a place of prominence over the ages. It is the place where major ancient civilizations had evolved. It is the birthplace of the three major world religions. It lies on the crossroads between East and West and it has always been strongly involved with East-West powers. At the present time, it occupies an even more prominent place in world politics. Current political conflicts in the area threaten peace. Control of vast reserves of vital energy resources by the Middle East countries makes the area a major economic power affecting social and technological development through many parts of the world.

Apparently, to a large extent, our youth do not possess adequate knowledge about the Middle East and are unaware of these issues. The curriculum in American schools gives only limited attention to the Middle East. World history texts devote merely 8-10% of their content to the area, but most of that deals with ancient civilizations, (Suleiman, 1977). These texts contain errors, biases and distortions which reflect negatively on the images of the Arab people of the Middle East, (Griswold, 1975; Jarrar, 1976; Perry, 1975; Suleiman, 1977). Furthermore, Suleiman found that the preparation of 51% of teachers of social studies did not include any courses on the Middle East and that many teachers are unaware of biases and errors of facts in their textbooks; that when teachers are pressed for time, they are likely to ignore coverage of all cultures other than Western culture, and that teachers have difficulty in finding contemporary instructional resources on the Middle East. Some teachers even expressed the feeling that their students tend to see the people of the Middle East as "storybook, distant, almost nonexistent." (Suleiman, 1977, p.5).

This problem is more acute among predominantly rural regions. Teachers in rural areas tend to be graduates of small colleges, many of which lack the resources for teaching courses on the Middle East.

In summary, the inadequate coverage of the contemporary problems of the Arab Middle East in elementary and secondary education can be traced to the fact that:

1. teachers are poorly prepared in this area
2. textbooks devote a small amount of space to the contemporary Arab Middle East and even that amount includes errors and/or biases
3. there is a shortage of enrichment materials on the Middle East

4. both students and teachers find the culture of the Arab Middle East so different that it sounds like a storybook culture

5. students and teachers in rural areas are more likely to experience this cultural isolation than their counterparts in urban areas.

The program attempted to correct these deficiencies by providing a comprehensive solution to the problem. This solution consisted of:

1. Creating, over a three year period, in each of New York, Pennsylvania and Ohio a cadre of resource teachers. These teachers would be trained in the area of the contemporary culture of the Arab Middle Ast. The training would involve an interdisciplinary understanding of the various cultural themes common to social studies education, through lectures and through a first-hand living experience with the culture of a representative Arab country - Egypt.

2. Assisting these resource teachers to develop quality instructional products through instructing them in the process of developing independent learning materials and in the use of media; and through helping them field test and revise these curricular products to achieve their maximum objectives.

3. Disseminating the information on the availability of the resource persons and the curricular products to the area schools, Boards of Cooperative Education Services, the Councils for the Social Studies Education and through the Educational Resources Information Centers (ERIC).

PART II

PROGRAM IMPLEMENTATION

II. PROGRAM IMPLEMENTATION

A. Program Announcement and Participant Selection

The program was announced through the Office of Continuing Education and Special Programs at the State University of New York, College at Fredonia, as a 12-credit-hour program that will be divided evenly between Social Studies and Education. Applications were invited from Social Studies teachers who had a minimum of two years of successful teaching and had the endorsement of their schools. Candidates were expected to be flexible and responsible. They also were expected to be in good health and willing to tolerate the generally prevailing, lower hygienic standards found in developing countries.

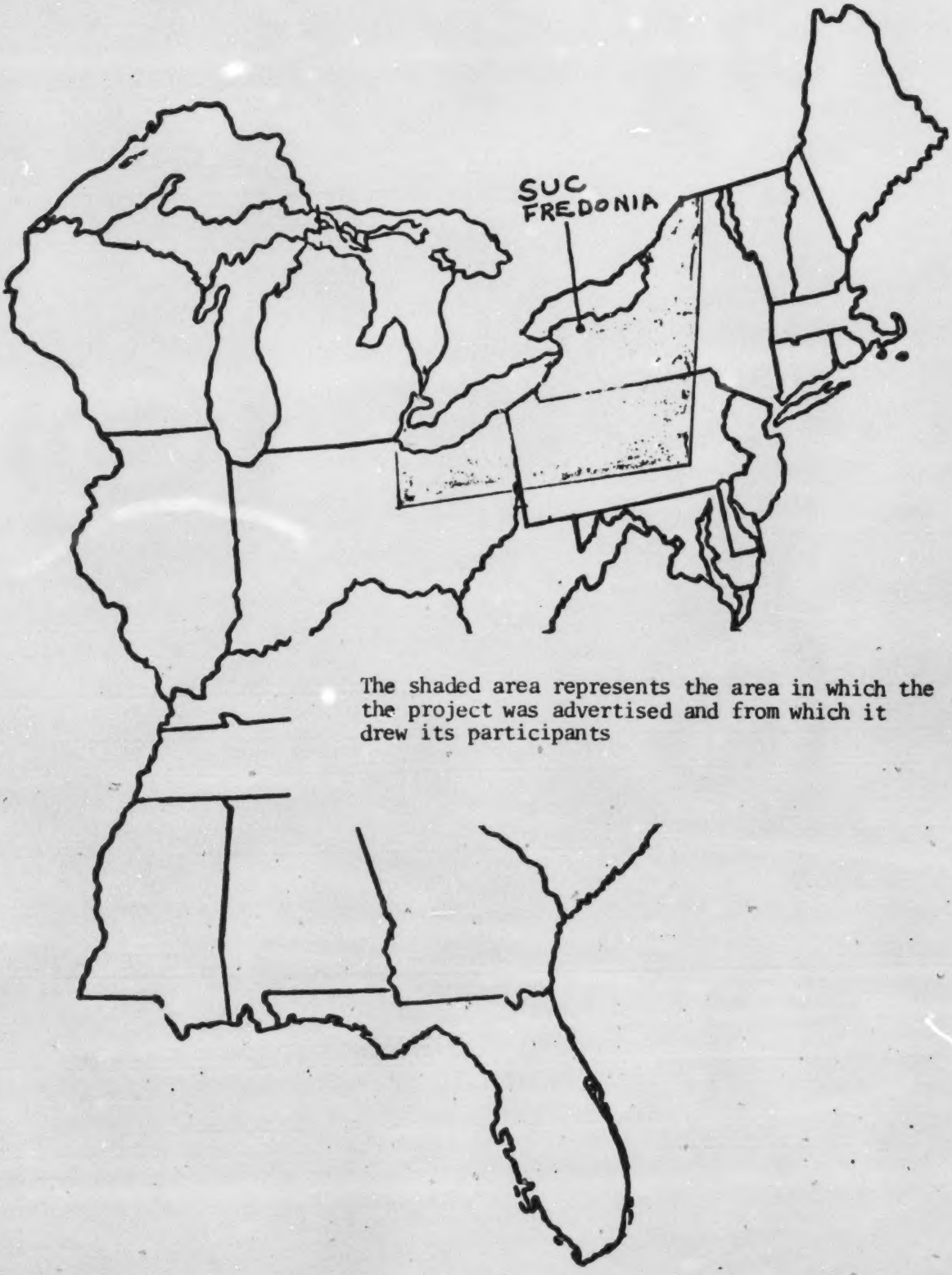
Applicants were also asked to submit a proposal for developing educational material for teaching purposes, along a specific educational objective. They were informed that a committee of educators were going to select the top twenty proposals and rank them. The highest ranked sixteen were to be designated as participants in all aspects of the program. The remaining were to be designated as alternates, who were to take the place of any sixteen finalists who later found themselves unable to complete the program.

The announcement also made clear the components of the program, including the orientation workshop, the intensive academic workshop in Fredonia, the program in Egypt and the post-travel workshop to be held during the fall semester for the evaluation of the curriculum products developed by the participants.

The target area was defined, for practical reasons, as those schools which fell within 200 miles of Fredonia. (See map of the area next page). The announcement was made via the news media and via an extensive mailing of a brochure, a copy of which is enclosed in Appendix A. All the major newspapers published in this target area were notified of the particulars of the program. In addition, multiple copies of the printed brochure were sent by first class mail to the coordinators of social studies departments in all junior and senior high schools in the area.

When the deadline for applications arrived, a committee of educators reviewed all the submitted applications and promptly announced the results. Table 1. contains the list of the participants and the schools they represent.

THE EASTERN UNITED STATES



The shaded area represents the area in which the the project was advertised and from which it drew its participants

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Table 1.

List of Participants and Their School Affiliation

Name	School
Mr. Rex Clouston	Pioneer Central School, Yorkshire, N.Y.
Mr. Howard Conklin	Edison Technical and Industrial High School Rochester, N.Y.
Ms. Laurie Dell	Little Valley Central School, Little Valley, N.Y.
Ms. Heidi Hursh	Pittsford Central School, Pittsford, N.Y.
Mrs. Carol Kilkes	Greece Olympia High School, Rochester, N.Y.
Brother Stephen LaMendola	Cardinal Mooney High School, Rochester, N.Y.
Ms. Marie Longo	Kensington High School, Buffalo, N.Y.
Mr. Michael Longyear	Owego Free Academy, Owego, N.Y.
Ms. Berta MacKenzie	City School District, Rochester, N.Y.
Ms. Candace Morgan	East Aurora High School, East Aurora, N.Y.
Ms. Judith Reynolds	Fredonia Central School, Fredonia, N.Y.
Mr. Brian Swayze	LaSalle Senior High School, Niagara Falls, N.Y.
Mrs. Karran Swayze	Lewiston-Porter Senior High School Youngstown, N.Y.
Mr. David J. Switala	Cassadaga Valley Schools, Cassadaga, N.Y.
Ms. Angela Symula	Fredonia Central School, Fredonia, N.Y.
Mrs. Louise Wilde	North Hills School District, Pittsburgh, Pa.
Mr. Philip Hays (Alternate)	Geneva Area City Schools, Geneva, Ohio

B. Planning the Overseas Program

While waiting for the applications to arrive, the Project Director went to Egypt to organize the overseas program. He contacted several educational agencies and received their independent recommendations as to the lecturers to be included in the program, alternative mode of operations, and costs. Among the agencies consulted were: the AMIDEAST, the American Institute for Research, the American University at Cairo, the Faculty of Education at Ein Shams University, the YMCA and YWCA, the Ministry of Education, the Ministry of Information, the Faculty of Education at El Azhar University, the Central Administration of the Coptic Orthodox Church and the Synod of the Coptic Evangelical Church. The time of the visit to Egypt, in the months of April and May was not the best time of the year to visit the universities. Everybody was busy with examinations and finding the intended person was a challenge. The trip provided the insight which helped finalize a realistic but strong program with our liaison, Dr. Ahmed Abo Zeid, Dean of the Faculty of Arts at Alexandria University. The decision was then made that the University of Alexandria manage most of the academic component as well as a good part of the field trips. The project director arranged for the lectures on education, on Christianity, the field trips to the historical places in Cairo and in Upper Egypt and for all the transportation separately.

Options for living accommodations in Egypt within the program budget were limited indeed. The Project Director secured accommodations in a clean, residential hotel (Horus Hotel) in Zamalek, and in the American School at Schutz, Alexandria. These choices later proved to be very adequate for the need.

The selection of a responsible travel agent was not an easy task either. The demand for services is high and the resources are limited. Most travel agents tried to sell packaged sightseeing tours. Armed with a detailed travel program, the Project Director contacted the major travel agents and was able to get independent bids. Cleopatra Travel, a privately owned company, stood out among the bidders with its outstanding organization and its willingness to provide explicit description of the cost and the content of each trip (many potential bidders favored to bid for the whole package as one unit). The company also provided for short notice program changes and promised to provide certified Ministry of Information tour guides. It promised to do all this at a cost lower than other competitors. Hence, it was awarded the contract. Cleopatra Travel later proved to be indeed a fortunate choice.

Without delving into program evaluation at this stage, it must be mentioned here that planning a program of this nature in Egypt was a challenging task indeed. Egyptian universities are state owned and operated. They do not have provisions for continuing education. Their machineries for handling programs such as the one described here are not well developed. Furthermore, university life during the hot summer in Egypt is much more restrictive than during the academic year. What made things most difficult, however, was communications. Telephones are in short supply. Less than half of the people have telephone service. The telephone equipments are also inadequate for the demand. It is almost a chance happening when one is able to reach an individual by phone. What is more, travel from one place to another in the hope of meeting the person you want to meet without appointment is not only time demanding due to traffic jams, but chancy. One may spend a day or two searching before one finds that the person one wants to meet is out of town. Completing the necessary tasks in four weeks proved to be an accomplishment.

C. The Orientation & Registration Workshop

The orientation program had the function of informing the participants of their privileges and obligations. It was held on May 27, 1978 on the campus of the State University College at Fredonia. All primary participants and the two alternates attended the orientation. Drs. Lawson and Mohan, in addition to the project staff, attended the workshop.

The program of the workshop began with a social hour in which the participants and the project staff became acquainted. Later it moved to business matters which included:

a. Administration of a pretest on the Arab culture. The test was composed of items provided by the consultant teachers who later taught the academic program at Fredonia.

b. Registration in College

c. Collection of program fees

d. Distribution of textbooks and suggested reading lists

e. Providing the participants with information on travel requirements, including immunization requirements, visa regulations, insurance and information on needed clothing.

Since the Project Director was back from Egypt he also gave the participants a summary description of the overseas program, including the schedule of activities. A question and answer session followed the presentation. All the primary participants and one of the alternates completed the registration requirements.

D. The Intensive Academic Workshop

The workshop was held in Fredonia between June 27 and July 7. Because of the 4th of July, instruction was condensed in nine 9:00 a.m. to 5:00 p.m. sessions. In the evenings participants reviewed examples of curricular materials and a series of films on various aspects of the Arab culture. A list of the reading materials and a list of films used in the program are included in Appendix A.

As stated above, instruction in the social science component was provided by seven specialists. Below is a list of the instructors and the topics they presented:

Dr. Thomas Naff: Historical Background of Nationalism Among Arab Countries (7 hours)

Dr. Girgis Ghobrial: The Geography of the Middle East: The Land, the People (7 hours)

Dr. Mohammed El Behairi: The Arab and the Israelis (5 hours)

Dr. Abdul Raoof: The Political Systems and the Power Struggle in the Middle East (5 hours)

Dr. Oscar Remick: Islam and Social Issues (5 hours)

Dr. Edward Madden: Islamic Art (3 hours)

Ms. Judy Belcher: The Hyksos Invasion Through the Late Period and History of Egypt (5 hours)

The educational component was planned to provide instruction on developing and evaluating curricular products, and on the use of instructional technology, and was to be presented by Dr. Mohan. Unfortunately, a few days before the beginning of the workshop, Dr. Mohan advised the Project Director of his inability to be present at all the sessions. Dr. Sefein tried to find a replacement, but no full time replacement was available at such short notice. Several faculty members, including Dr. Sefein participated in the presentations. Some curricular models were also given to the participants. That procedure,

admittedly was somewhat disconnected and fell below the ideal. Luckily, most of the participants, being experienced teachers, were able to overcome the deficiency and none failed to produce an acceptable curriculum project.

In summary the following topics were partly covered in the program:

Dr. Leo Alilunas: The Objectives of Teaching Social Studies.

Dr. Madan Mohan: Need Analysis and Curriculum Development.

Dr. Madan Mohan: The Development of Instructional Materials (the General Model).

Dr. Naim Sefein: Specifications of Instructional Objectives.

Drs. Mohan and Sefein: Questioning Skills.

Dr. John Malcolm: Motivational Elements and the Use of Media.

Dr. John Malcolm and Mr. Ronald Warren: Examples of Media Designs.

Dr. Naim Sefein: Selecting the Subject-Matter Content.

Dr. Madan Mohan: Evaluation of Curricular Products.

Instruction in Cairine Arabic was provided by Mr. Roustom, a graduate student in Linguistics. It consisted of a nine-hour course in simple everyday communications, including exchange of pleasantries and asking for food or street directions.

At the termination of the workshop the afternoon of July 7, 1978, each participant received his flight ticket to Egypt and a detailed program of the activities planned there.

E. The Overseas Component

The participants accompanied by the Project Director boarded flight TWA 800 to Cairo on July 9. At Cairo airport they were met by an agent of Cleopatra Travel who helped expedite procedures and distributed to each participant a copy of the field trip schedule in Cairo, Suez Zone and in Upper Egypt. It was an effective, business-like introduction to the packed schedule of activities to keep the participants occupied in their six weeks stay in Egypt.

Physically, the program included one week stay in Cairo followed by two weeks in Alexandria, two days in the Suez Canal Zone, eleven days in Cairo, five days in Upper Egypt and back for four days of independent study, rest and recuperation in Cairo. Substansively the program included a comprehensive series of field trips and lectures on the various aspects of the culture including historical monuments.

1. The lectures: Twenty-one lectures were included in the program. they followed the basic social science themes and included the following:

   a. History:

      1) "Egypt, the Land of the Pharoes" by Dr. Monir Megalli

      2) "The Greco-Roman Influence on Egypt" by Dr. Moustafa El Abbadi

      3) "Byzantine Egypt" by Dr. Joseph Naseem

      4) "Islamic Egypt" by Dr. Laila Ibrahim

      5) "European Influence on Egypt" by Dr. Omar Abdel Aziz

   b. Political Science:

      1) "The Political System in Egypt" by Dr. Ali Eldin Hilal

      2) "Egyptian Foreign Policy" by H.E. Dr. Tahseen Bashir

   c. Economics:

      1) "Industrialization of Egypt" (two lectures) by Dr. Abdel Aziz Agamiya

      2) "Land Reform in Egypt" by Dr. Monir El Tawell

      3) "Methods of Land Reclamation" by H.E. Shukry Ibrahim

   d. Social Issues:

      1) "Youth and the Laws" by Dr. Adel Azer

      2) "Social Welfare Systems" by Dr. Mohamed Hassan

      3) "Social and Rehabilitation Programs" by H.E. Dr. Amal Osman

      4) "Medical and Health Services" by Dr. Amen El Shirbini

      5) "The Changing Role of Women" by Dr. Azza Karara

e. Education:

1) "The Philosophy of Education in Egypt" by H.E. Dr. Abdel El Sayed

2) "Islamic Education" by Dr. Ahmed Abeid

3) "Religious Education for Minorities" by Rev. Menis Abdal Noor

f. Religion:

1) "Principles of Islam" by Dr. Hassan Hanafi

2) "Christianity and the Coptic Church" by Bishop Samuel

g. Fine Arts and Crafts

1) "Modern Painting" by Dr. Hamed Owais

2. Field Trips

The field trips really represented the most crucial and unique contribution of the overseas program. They were, in most cases, coordinated with theoretical presentations which preceded them. Admittedly it was not always possible to have the lectures before the field trips.

Although the major emphasis of the field trips was to study the contemporary culture, in Egypt the old and the new blend together in a mosaic form. Some of the most unique and naturalistic observations of the culture occurred on the way to the temples of Dandara and Abudose in Upper Egypt.

Whenever possible faculty members led the field study. In some situations, notably the tours of the temples in Upper Egypt, field study was directed by guides certified by the Department of Antiquities. Naturally, these guides did not lend to their presentation the academic richness that a professor in the subject can do. However, it was neither practical nor necessary to have faculty members accompany the group all over Egypt. Suffice to have them explain our priority interest - the contemporary culture.

In summary the field trips included the following categories and places:

a. Historical

1) Ancient Egyptian: Giza Pyramids, Memphis, Saqqara, Abo Sembel Temple, Granite quarries in Aswan and the unfinished obelisque, temples of Edfu, Esna and Kom Ombo, Karnak & Luxor temples, Dandara and Abu Dous,

the Valley of the Kings, Queens and the Temple of Hatchepsot. Also Museum of Antiquities in Cairo.

2) Greco-Roman influence on Alexandria was conducted by Dr. Daoud Abo Daoud.

3) Maria excavations: a case study in archeological search for heritage was conducted by Dr. Fawzi El Fakharami.

4) El Alamein, WW II battle grounds and cemeteries.

b. Political Science

Essentially one field trip may be classified in this domain, namely, that of the Suez Canal Zone. The trip gave the participants an idea of the width and the strategic position of the Suez Canal; the effect of destruction in the Arab-Israeli conflict; and the remnants of the Bar Lev defense line. The tour was conducted by a three star general, the commander of Egypt's Third Army. It was a moving visit as signs of war destruction mingled together with pleas for peace.

c. Economics:

1) Industry: a tour of Kafr El Dawar Textiles where the long staple Egyptian cotton is woven.

2) Agricultural production of Poultry and animal husbandry in the Fayoum Province.

3) Various land reclamation projects in the Tahreer Province.

4) A tour of the agricultural museum.

d. Social Institutions:

1) A study of settlement problems in the new villages established on the reclaimed desert in Tahreer Province.

2) A study of the social structure and services in the village of Kafi Bowline in the middle of the Nile Delta.

3) A tour of the rehabilitation efforts for the handicapped in the City of Hope (Alwafa Wal Amal).

e. Communications

A visit to Cairo Television station and to El Ahram - the most influential newspaper in the Arab world.

f. Education.

Only a limited visit to the campuses of Alexandria University and the University of Cairo was possible since schools were not in session during July or August.

g. Religion:

1) Islamic: Islamic influence is a part of every day life in Egypt. However, the participants took a tour of various historical mosques, including the Mosque of Sultan Hassan, the citadel of El Azhar.

2) Christian: Christianity preceded Islam in Egypt. The life of the devoted was seen in some of the oldest Coptic Monasteries of Egypt - Wadi El Natroon. Also the ancient churches of old Cairo such as the Hanging Church and Abo Sarga were a living testimony to the resistance of Copts to Islam.

3) Judaism flourished in Egypt for a while and a visit to an active synagogue in Old Cairo bore evidence to the fact that Egyptian Jews can still practice their faith.

h. Fine Arts and Crafts:

1) A tour of the Fine Arts Museum in Zamalek

2) A tour of Horrania, Kerdosa, Wekalet, El Ghori and Khan El Khalili were various artifacts are being produced.

i. Other aspects of the culture:

1) Naturally no visit to Egypt is complete without a sailboat ride on the Nile, a tour of national restaurants and a sampling of national dishes.

2) A study of music and folkloric dance.

3) Observation of the crescent and the announcement of the beginning of the holy month of Ramadan.

4) A tour of festivities conducted by the Ministry of Information to celebrate the holy month of Ramadan.

F. The Curriculum Evaluation Workshop

The culmination of the program was to be manifested in the curriculum products developed on the Arab culture by the participants. This evaluation workshop was seen as an essential vehicle to provide expert as well as peer feed-back to the curriculum developers which would help them produce a more finished product worthy of dissemination.

The workshop was held on the twenty-first of October, 1978. All the participants, as well as the alternate, attended the workshop. The participants were divided into three teams. Each team was provided with a subject-matter expert and an educator who also served as chairman. Rating sheets were given to the participants as well as the faculty advisor. Each participant was assigned 30 minutes to present his unit to the group. During the presentation the consultants and the peers noted their reactions on matters such as the clarity of objectives, use of questioning techniques, use of contrasts to refine concepts and the like. A sample of the curriculum evaluation sheets is included in Appendix A. Following that presentation was a feed-back session of 20 minutes.

Naturally the units varied in quality and in detail. Some units were still in the developmental stage. There were also several excellent units. Based on the feedback, most of the participants willingly took units back for revision and/or editing in preparation for their dissemination.

The following is a summary description of the curricular materials produced. The description (which represents an edited version of project abstracts submitted by the participants) includes the topical content, the grade level and course where the materials may be used and the nature of the product material.

1. The Demography of Egypt
   by Howard Conklin
   Edison Technical & Industrial High School
   Rochester, New York 14621

A written description of unit objectives and factual information on the demographic characteristics of Egypt. Primarily for usage in courses on world cultures. Accompanying this description is a slide and tape presentation.

2. Islam: The Dominant Religion of the Arabs
   by Rex Clouston
   Pioneer Central School
   Yorkshire, New York 14173

A programmed instructional unit on Islam for use primarily with 9th grade under-achievers and/or slow learners. It provides a working vocabulary which will enable students to better comprehend the beliefs of this large segment of the world's population. The entire unit is self-contained and tests the progress which the student makes as he continues through the unit. In addition to a programmed booklet, there is a series of 140 slides on the Islamic culture as portrayed in the Egyptian way of life. The slides are arranged in such a manner as to provide the student with a contrastive view between the ancient civilization of Egypt and the Islamic influence on both city and village life. A brief taped narration which includes the basic structure of Islam and its beliefs is provided to be played along with the slides. For those not having a "timed" projector, a typed narration is included to be used in place of the tape and music.

3. Egypt: Past & Present, or,You Mean there is More to Egypt than "King Tut"
by Laurie Dell
Little Valley Central School
Little Valley, New York 14755

Multi-level 6-9 grade activity kits for use in learning centers on the Arab culture. Content covers thirteen cultural concepts and includes a library display planned to attract interest to the subject. The thirteen concepts are: (a) Literature: an examination of various types of literary materials on Arabs; (b) Language: heiroglyphics and Arabic; (c) Physical Environment: Land, climate, etc.; (d) Modes of travel; (e) Contributions of Arabs to man, the number system; (f) Religions; (g) Arts; (h) Occupations; (i) Agriculture; (j) Housing; (k) Education; (l) Food, and (m) Games and Recreation.

Materials consist of: Thirteen packages corresponding to the thirteen concepts. Each package contains a statement of objectives, an outline of activities and a sample of materials (artifacts, books, stamp collection, prints, postcards, coins, records, etc.) 65 color slides on Egypt are also included.

4. Egypt: Historical Perspective
by Heidi Hursh
Pittsford Central School
Pittsford, New York 14534

The unit is intended for a grade 9 course on Afro-Asian cultures, and for a grade 10 course on European cultures. Parts of it are adaptable to elementary and senior electives. Materials include samples of student activities and worksheets, 25 slides, overlays of cultures and heiroglyphics, 2 overhead transparencies and an Egyptian one-pound note.

5. Introduction to the Middle Eastern Culture - Egypt: A Case Study
by Carol Kilkes
Greece Olympia High School
Rochester, New York 14615

Intended for 9th grade below average group. Covers 3-4 weeks of instruction. Topical content covers 3 sets of concepts: (a) Cultural concepts: Man & environment, culture, habitat, area, cultural diffusion; (b) Concepts related to various aspects of the Egyptian culture: Arts, religion, traditional and contemporary patterns; (c) New culture concepts: material vs. non-material culture, cultural differences, culture change/conflict.

Materials consist of: 30 study prints, 58 slides, maps. The unit is coordinated with the textbook by O'Connor, Schwartz, The New Exploring of the Non-Western World. Globe Publisher.

6. The Coptic Church in Egypt
by Brother Stephen LaMendola
Cardinal Mooney High School
Rochester, New York 14615

This curriculum unit is designed for use in high school courses on the Middle East on comparative religions. Topics covered include: a history of the Coptic Church in Egypt, prayer/liturgy of the Coptic Church, doctrines of the Coptic Church Church and contributions of the Coptic Church to society. It also describes academic monastic life, language and literature.

The unit is intended for students who are reading on or above grade level and who can handle lecture/discussion type of presentation. Nine slides are included to complement the instruction.

7. The Middle East - Focus on Egypt
by Marie Longo
Kensington High School
Buffalo, New York

Consists of six articles written in a style which can be read easily by the average ninth-grader. They can be easily duplicated and used to fill gaps left by textbooks. Each article can be used within a forty-five minute instructional period. The sources, objectives and possible discussion questions are provided for each article. These questions can also be used for evaluation/

Topical content includes: (a) Religion of the ancient Egyptians; (b) The Coptic Church in Egypt; (c) Ramadan in Egypt; (d) A visit to an Egyptian village; (e) The role of women in Egypt; (f) Land reclamation in Egypt.

8. Contemporary Politics in the Middle East
by Michael Longyear
Owego Free Academy
Owego, New York

It reviews the Middle East history and analyzes the role of Islam and imperialism as historic forces in developing nationalism in the area.

The unit is planned as a two-week elective for seniors in "Great Issues." It assumes previous study of Afro-Asian and international European cultures.

9. The Arabs: Cultural Stereotypes
by Berta MacKenzie
City School District
Rochester, New York 14614

Intended for 9th grade courses on the world cultures or sociology. It includes an analysis of stereotypes on the Arab culture presented in a style which allows the student to examine his perceptions, feelings.

Instructional materials consist of: (a) A description of 13 activities; (b) 90 slides to be used in these activities; (c) A Semantic Differential Scale and various exercises; and a library of some 20 cassettes of lectures on various topics of the Middle East presented during the program.

The unit represents an application and testing of the essential concepts and procedures developed by many other educational innovators, including Leon F. Clark, Social Education, National Council for the Social Studies, October 1978; and George Otero, Teaching About Perception: The Arabs, Denver: Center for Teaching International Relations, University of Denver, Colorado, 1977.

10. Egyptian Rural and Family Life
by Candace Morgan
East Aurora High School
East Aurora, New York 14621

Intended for 9th grade Afro-Asian studies, the unit looks at the traditional life-style of a Moslem family in a rural setting. It is based on the actual experience of the author, who lived with that Moslem family in their village in the Behaira Province in the Nile Delta. It covers a variety of cultural concepts, such as the extended family, social control, housing, food, clothing, medical care and religion.

The unit consists of: (a) A written description including some test questions, suggested project and role playing activities, and questions for discussion or written assignments; (b) a slide tape presentation in which the Egyptian children are the narrators and describe their life-style in the village.

11. Islam and Its Impact on the Egyptian Culture
by Judith Reynolds
Fredonia Central School
Fredonia, New York 14063

Intended for 9th grade world cultures. The unit is a subject matter resource unit. It first contrasts the ideology of Islam with that of Judaism and Christianity, and later summarizes the basic teachings of Islam and its effect on the life of people as seen in the Egyptian culture.

The instructional materials consist of a booklet and a pre-post test on the content.

12. The Moslem World
by Brian Swayze
LaSalle Senior High School
Niagara Falls, New York 14303

Intended for 9th grade social studies. It contains general orientation to the Moslem countries of the Middle East.

The unit consists of objectives and teaching guidelines directed to teachers who use Kelevson, E.R. & Kelevson, B.R. The Afro-Asian World (A Cultural Understanding)(Third edition), Boston: Allyn & Bacon, 1978.

13. The Industrialization in Egypt
by Karran Swayze
Lewiston-Porter Senior High School
Youngstown, New York 14174

Intended for 10th grade world cultures studies. Its topical content covers problems of industrial development in Egypt today. Specific reference is made of two issues: (a) the impact of the High Dam in Egypt; and (b) recent laws encouraging foreign investment. The description is also accompanied by a slide-tape presentation.

14. Egypt: The Passing of the Traditional Society
by David Switala
Cassadaga Valley Schools
Cassadaga, New York 14718

Intended for grades 7-12. Students should be familiar with the following basic concepts before viewing the program: culture, cultural diffusion, Islam, Ottoman Empire, Renaissance, traditional society.

Topical content is designed to allow students to examine the process of cultural diffusion. Initially, the program provides a broad-based survey of many of the major forces that have collectively combined to shape the traditional cultural boundaries of Egypt. The impact of geography, climate, foreign domination and religion are presented to demonstrate the multitude of factors that must be considered in the study of cultural history. The latter segment of the program deals with the awesome power of modern media and technology as a transmitter of culture. The rapid introduction of new concepts, life styles and consumer products through mass media are presented to demonstrate that Egypt has reached a critical crossroads.

Since cultural diffusion is an ongoing process the conclusion of the program is open-ended - designed to promote discussion and debate on a culture caught between two worlds.

A slide tape presentation.

15. Women of Egypt: Past & Present
by Angela Symula
Fredonia Central School
Fredonia, New York 14063

Intended for high school students, Women of Egypt - Past and Present is a curriculum resource unit which traces the Egyptian Feminist movement from its origin to present day - August 1978. The unit begins by giving a brief overview of the historical position of the urban and rural woman in Egypt and the impact of Westernization in 1978 after the defeat of the Turkish forces. It consists of five sections. Section one outlines in detail the contributions of Muhammed Ali, founder of the royal line until the Revolution in 1952, and the contributions of Hoda Charawi, founder of the modern Women's Movement in Egypt. Special attention is given to the foundation of the Egyptian Feminist Union in 1923. It also discusses the role played by several male reformers who supported the women's movement in Egypt.

Section two of the unit focuses on the teaching of the Koran in relationship to women. It includes translations of some verses from the Koran as well as some of the interpretations.

Section three discusses the influence of Islam, the major religion of Egypt on the Egyptian women. Topics such as inheritance laws, marriage laws, and child custody are covered.

Section four focuses on and discusses the effect of urbanization on the Egyptian women. This section bridges the old customs that still prevail and the practices of the modern Egyptian women.

Section five deals with the role of the present day government with regard to women's rights. Areas such as education, social services, family care, social security and general services are outlined.

The curriculum unit concludes with thoughts on the struggles and victories experienced by the Egyptian women and the reformers who have aided the feminist movement.

16. The Position of Women in Egypt
by Louise R. Wilde
North Hills School District
Pittsburgh, Pa. 15229

Intended for grades 9-12 in course units dealing with Egypt, the Arab culture, Islam, and/or women.

The unit consists of approximately 135 slides (35mm., color) and a typed script, which takes 18-20 minutes to read. A 40-question pre- and/or post-test, consisting of true-false and multiple choice questions is also provided.

Using examples from the lives of two Egyptian women - one a cabinet minister, the other an illiterate village woman - the script describes: the legal rights of women, marriage customs, marriage and divorce laws, the position of women in the family, daily life patterns, occupations and careers, health, living standards, and changes in women's position in the 1970's. All through the presentation, students are encouraged to compare and contrast the position of women in the United States and Egypt and to think about possible reasons for the similarities and differences.

G. Dissemination of Curricular Products

Dissemination of information on the curricular products started immediately after the participants returned from Egypt. Most of the participants reported that they had between 2-20 sessions in which they showed their slides and/or reports. In Rochester, N.Y. a workshop on the Middle East for the teachers in the district was held in which the participants in the program served as resource persons. Also an hour and a half seminar on the Middle East program is scheduled in the New York State Council on the Social Studies Convention to be held in March 1979.

Beyond these informal ways a brochure describing the curricular products is presently being printed. It will be mailed to all the schools, Boards of Cooperative Education Services and the offices of social studies education in the State Education Departments of New York, Pennsylvania and Ohio. Copies will also be sent to the Middle East Institute in Washington, D.C.

PART III

EVALUATION

III. EVALUATION

Evaluation is a many-faceted issue. The success of the program in improving the quality of instruction on the Arab culture is a long-range goal. It is a summative effect. It depends on the success of the component parts of the program. The assessment of the degree to which the implementation of the program adhered to the model and/or had to be revised is a measure of quality control. It is also an essential component of formative evaluation and must be answered before the summative effect can be validly measured.

This program neither had the funds nor the manpower to pursue an extensive process of evaluation. What is more, a sample of 16 subjects is hardly enough to produce conclusions to which a high degree of confidence can be attached. The program essentially represented a pilot project in the study of foreign cultures. Nevertheless, the benefits of conducting a pilot project are not reaped without evaluation, even if the measures are approximate. The conclusions, however, have to be considered tentative.

However, it may be recalled that the ultimate objective of the program was to alleviate the deficiencies in the teaching about the Arab culture in the social studies curriculum. These deficiencies were traced to lack of familiarity, concern and to the lack of resources. The inadequacy of resources was found to be widespread and includes a lack of trained teachers, brief and inaccurate coverage of the culture in the textbooks and lack of enrichment materials for classroom use. The inadequate coverage of the culture in the curriculum was traced to the lack of contact between the American public and the Arabs in the past. Bill and Leiden (1975) trace the first American textbook on the Middle East politics to the very recent year of 1952. And although the interest of the university academia has been stepped up in recent years, the interest has not filtered down to the grade schools. The fact still remains that to many teachers and students alike the Arab people of the Middle East remained story-book people.

To help correct this deficiency this program proposed (1) to create a cadre of resource persons among the schools of the three states which fall within a radius of approximately 200 miles from Fredonia; (2) to develop instructional products focusing on the contemporary culture of the Arab world, and (3) to disseminate the information about the availability of the new resources to the schools.

Creation of the resource persons, it was reasoned, would be enhanced if the program started with experienced teachers, asked each to outline a proposal for developing some curricular product, provided the participants with a broad awareness of the culture through lectures and through a cultural immersion, and finally helped them to shape their experiences into a curriculum product worthy of dissemination.

To what extent was the program able to accomplish these intermediate objectives? Only some incomplete data can be provided here. An inherent problem of evaluation lies in the selection of criterion for judgment and decision making. How much knowledge should a learner acquire and how is this knowledge to be displayed to allow an observer to rate the learning experience as effective is a difficult question to answer. It is an age-old problem which haunted evaluation over the years and cannot be resolved here. Hence in this evaluation, the project director will first present the data in as objective way as possible. Second he will provide some interpretations and/or recommendations. Through this process of reasoned judgment, he hopes the reader will have the facts, separated from the opinions, and be able to reflect on both.

In the present project, as was stated earlier, evidence was collected to verify the degree to which each component of the model was faithfully carried in practice and to the degree to which the component produced its expected outcomes. Briefly it looked at the following issues:

1. To what extent were the procedures used in announcing the program effective in reaching the target population of teachers?

2. Was the program realistic in its expectations of teachers? Was it attractive to teachers?

3. Was the program announcement clear on the rights and obligations of the participants?

4. Was the orientation program effective in preparing the participants for achieving the program objectives?

5. Was the intensive training program effective in producing its expected learning outcomes?

6. Was the program in Egypt effective? Were the lectures relevant to the need? Were the accommodations acceptable? Was the management style and the schedule conducive to good morale and in turn to academic productivity?

7. Was the program effective in changing the participants' attitudes toward the Arab culture?

Data to answer these questions was collected via casual observations as well as three instruments: (1) an anonymous survey asking participants to reflect on the appropriateness of the various activities and procedures used in the program; (2) an achievement test on the

Middle East culture; and (3) a Semantic Differential Scale asking the participants to rate concepts related to the Middle East culture. Copies of these instruments are included in the appendix. Now it is time to examine the data related to each question in some detail.

A. To What Extent Was the Announcement Procedures for the Program Effective in Reaching Teachers in the Target Area?

Data relative to this question was hard to collect. But last April, when applications from schools were slow coming, especially from the States of Pennsylvania and Ohio, the project director conducted a small sample telephone survey. The chairmen of the Social Science Departments in the schools contacted indicated a lack of knowledge of the program. Although the announcements were sent by first class mail, the computer generated labels over the envelopes with the printed brochures inside apparently made the recipients unconsciously discard the announcements with the "junk" mail. Newspaper accounts of the program were also limited. Only Dunkirk, Jamestown and Buffalo newspapers wrote about the program. These writings were not always in conspicuous enough places to attract attention. Hence it is recommended that announcement of such program be made partly through newspaper advertisements, through direct mailings of the announcement to the teachers. Announcement of the program in the newsletters of the Councils for Social Studies, if time constraints are not as bad as they were in the present program,would also be helpful.

B. Was the Program as Developed Attractive to Teachers?

No definitive answer could be established here since the announcement did not reach a majority of the target population. Judging from the biographical characteristics of those who participated in the program it may be said that the program is not attractive to teachers with growing families. The participants were almost all of one category, namely "without" young dependents. Understandably eight weeks away from home is too long for a typical parent in a young family.

The participants had a diversified background. Only one fourth consisted of young teachers who did not have permanent certification. The others were permanently certified and well advanced on the salary scale to be concerned about academic credit. Also one fourth came from rural regions, the others were from urban or suburban schools. Only one applicant was from Ohio - rural Ohio - but unfortunately his proposal was rated relatively low by the selection committee and was classified as an alternate. Two applicants were from Pennsylvania.

One of these was selected as a participant and the other was classified as an alternate. This alternate later dropped to join another program.

Apparently the cost of the program to the participants was not an issue. The fee collected was equal to the normal tuition, and for most teachers it is tax deductible. In general, then, the program may be considered as one which is open to mature, experienced, career-minded teachers. This is essentially what it should be. But wider scale distribution of the program announcement is essential to competitive selection of strong applicants.

C. Was the Program Announcement Clear on the Rights and Obligations of the Participants?

Judging from the responses of the thirteen participants who completed the anonymous survey, it was, except for one item. This was a requirement which was mentioned for the first time to the participants in Egypt on August 4, 1978, two weeks before the termination of the program. Dr. El Nasser,who had the responsibility to report to the college the grades for the 6 credits in the social sciences, asked the participants to submit a 30-60 page colloquium report summarizing their learning in the program. These reports were to be used as a basis for assigning the grades. Although some did acknowledge a merit in writing a colloquium paper or an in-depth study of one dimension of the culture, announcing this requirement so late in the program was invariably considered an objectionable educational practice by all the participants. Some participants were so opposed to the procedure as a matter of principle and opted to forfeit receiving a grade for this social component rather than to submit the requested paper. Others gave that requirement a half-hearted effort. Naturally much ill feeling was precipitated as a result of this incident.

The project director, who worked with Dr. El Nasser from the inception of the proposal was obviously equally surprised by the untimely announcement of the requirement. He had to accept the share of the blame levelled against him by the participants as a serious flaw in planning, as a fair criticism. In the future he intends to insure that the instructors explicitly state their evaluation requirements in the program announcement.

D. Was the Orientation Program Effective?

As envisioned the orientation workshop was to provide the participants with the details of the program. It was also intended to provide a face-to-face interaction among the participants and the project staff so that the applicants who might have difficulty enduring the program demands could be counseled out of the program.

Judging from the responses of the participants to questions on the value of the orientation workshop, they considered the orientation component a strong feature in the program. They, however, pointed out three limitations. The first pertains to neglecting to include in the orientation a description of the social science requirement stated above.

The second limitation relates to the reading materials. The project director, as well as the participants, were essentially in accord on that point. The orientation workshop was to include a description of the required and recommended reading materials so that the participants could complete the prerequisite readings before the intensive academic workshop in Fredonia. Unfortunately, this portion did not materialize as planned. Only a portion of the textbooks suggested by the consultants were received by the College Bookstore before the orientation meeting. What is more, the Bookstore was not in a position to open on Saturday for the sale of books, and for some reason even the information on the availability of some of the reading materials through the College Bookstore was not communicated to the participants. They were merely provided with the reading lists. Considering that only one month intervened between the orientation session and the beginning of the intensive academic workshop, ordering the books directly from the publishers was not practical. Many were not able to acquire the books before the workshops started. In view of the relative rarety of books on the Middle East, potential project directors of similar programs are advised to make sure that copies of the required reading materials are available to participants during the orientation session.

The third limitation is essentially corollary to the above one. Some participants expected explicit guidelines on what constitues an acceptable curricular project during the orientation workshop. This concern was probably expressed by the younger, less experienced participants as an after-thought. Dr. Mohan, the curriculum consultant, was present at the orientation workshop, but none of the participants did express concern about that matter. Perhaps the concerns over travel accommodations overseas shadowed the concerns for the curricular guide. Perhaps teachers take the idea of developing curricular materials as an obvious everyday occurrence and underestimated the time it takes to develop a quality curricular product that can be used independently by a learner or by another less experienced teacher. In view of the present experience this concern is meritorious. Models of curricular products and readings should be provided to the participants as part of the orientation program.

E. Was the Intensive Training Program Effective in Producing Its Expected Outcomes?

Two evaluation tools were used to reflect on this question, namely the survey and an achievement test in the subject matter.

The achievement test was a 50-item test compiled from questions submitted by the consultants. The same pre-test administered during the orientation program was used as a post-test. As Table 2 shows, that on the average there was an achievement gain of six points. The variability in the gains, however, was relatively large, ranging from -3 to +15 points. This could be due to many problems as measurement specialists well know. First, a short test of untested items, like the one used here, is a crude measure and is relatively unreliable. Second, the ceiling effect of the test is low and thus those with high scores at the pretest are likely to show the least amount of gain. Third, the regression effect is also another source of error. Fourth, going beyond the measurement issues one is not sure all the academic issues which the consultants anticipated to include in their presentations and to test on were actually included. Finally, the program of the intensive workshop was too demanding, running from 9:00 a.m. to 6:00 p.m. and sometimes more. This left no time for the participants to check references in the College Library or do any evening review of their lecture notes.

The second evaluation tool was the survey of the attitudes of the participants toward the content of the workshop. In response to questions on the relevance of the topics presented, the participants, almost unanimously, felt that the social science topics save that on the Ancient Egyptian history were well chosen and well covered. They saw the lectures on Ancient Egyptian history, and rightly so, as unnecessary in a program on the contemporary Middle East. Other than that, they recommended coordinating the presentations so that one builds on the other, thus reducing duplication and insuring sequentiality of content. The perceptiveness of these issues by the participants attest to their maturity and their ability to sort out issues.

Other recommendations given by the participants included an increase in the time for work on outlining the curriculum project prior to departure to Egypt. They also recommended including more practice sessions in Arabic.

Table 2

PRE-TEST AND POST-TEST ACHIEVEMENT SCORES
ON THE TEST ON THE ARAB MIDDLE EAST CULTURE

Participant	Pre-Test	Post-Test	Gain
1	31	35	4
2	36	39	3
3	26	40	14
4	32	43	11
5	32	36	4
6	23	34	11
7	27	28	1
8	28	40	12
9	33	36	3
10	27	28	1
11	31	38	7
12	28	37	9
13	25	27	2
14	27	38	11
15	28	43	15
16	22	35	13
17	40	37	-3
M	29	25	6
SD	4.6	5.2	5.2

F. Was the Program in Egypt Effective?

This question is a compound one, including at least three elements: the academic component, accommodations and management procedures.

Data on these issues were collected via the anonymous questionnaire mentioned earlier. It asked the participants to rate the lectures, the field trips, accommodations, and the program organization and procedures. In addition, the questionnaire asked participants to comment on the program and indicate if they "would recommend a program of that sort to colleagues and why."

Before one delves into the detailed answers of the subquestions, one must indicate that in general the program was considered by the participants a resounding success. Examples of their comments included, "The program was excellent...I have been on many study tours and this was one of the best"; "one of the most fantastic times of my life, I'd love to go again"; "I enjoyed the trip immensely. It was well planned"; and "all in all the experience was overwhelming, something which had made me a better person and teacher" and "overall an experience I'll never forget." Several also indicated that they have colleagues who are ready to participate in the program should the program be conducted again.

The ratings of most relevant and least relevant lectures and field trips was varied. No clear pattern could be detected. Probably, this is expected in the light of the varied interests represented among the participants. The ratings of the accommodations and schedule were also positive.

Various members of the group, however, did have recommendations which merit mentioning. Of these the most crucial was related to the provision for independent study time. Initially the program had a provision for independent study but the program liaison at the University of Alexandria, probably for the convenience of some lecturers, spread out the program and reduced the number of "free days" substantially. It is suggested that independent study days be preserved. Also provision for guiding the individual participants in the pursuit of data for their own projects be made available.

A probably more serious recommendation was that related to the management style during the early part of the program. No doubt the basic accommodations and travel plans had to be reserved early. The participants saw that and signed an authorization for the project directors to do so and deduct the cost from their maintenance allowance. They were also appreciative of what was done in this regard. But, some of them saw no need to extend matters beyond what was required and arrange group meals and group entertainment. The approach

was considered too paternalistic. Unfortunately, their concerns were not well "received" by the co-director, who was managing matters during the first part of the overseas program. He saw the participants as unappreciative of his ways of helping. Without elaborating on some of the ill feeling this situation created, the project director recommends that, particularly for mature participants, plans should be such that they be allowed all the individual freedom possible. The risk that some of them might encounter some hardships if they wander on their own is minimal. That risk is also far outweighed by the merits of allowing participants a first-hand experience in solving their needs in the culture they went to study.

G. How Did the Program Affect the Participants' Attitudes Toward the Arab Culture?

A definitive answer to this question is not easy, since measures of attitudes are sensitive to social desirability issues. Also, the group of participants did not constitute a representative sample of a population of social studies teachers, nor did it represent a representative sample of social studies in general. However, in an attempt to throw some light on this question several queries were made. First, how did the attitudes of the participants at the beginning of the program differ from those of teachers in general? Second, in which way did the attitudes at the end of the program differ from those at the beginning? Third, how did the pre-post participation attitude change among the participants compare with the attitude change among non-participants during that period? Finally, how sensitive is the instrument to social desirability factors? What is the influence of an individual from Egyptian origin on the responses of the teachers to the attitude scale? Is there a difference in the responses to the instrument when administered by an individual from an Egyptian origin as compared to the responses given when the instrument is administered by an American of a European origin?

At the time of writing this report only data in relation to the first two questions were available. The remaining data awaits analysis. When these data are analyzed a report will be made dealing with the total evaluation problem.

The instrument used for evaluation was a Semantic Differential Scale consisting of 30 concepts to be rated on nine bipolar objectives representing Osgood's (1957) three dimensions of meaning (evaluation, potency and activity) was developed. These scales were: kind-cruel, weak-strong, fast-slow, cold-hot, large-small, honest-dishonest, happy-sad, delicate-rugged and sharp-dull. The thirty concepts covered a diversity of things. To make the purpose of the instrument less obvious, concepts related to the Arab culture were mixed with concepts from non-Arab cultures as well as some general ones. Also the concepts related to the Arab Middle East were replicated to increase the reliability of measures. This was done by using the term Egypt and Egyptian; Moslem and Islam and so on.

In an attempt to answer the first question, namely, whether the participants initially differed from the nonparticipants in attitudes, Dr. Edwin Lawson of the Psychology Department administered the Semantic Differential scale to the participants early in the intensive workshop and to another group of teachers attending a summer program. Tables 3,4 & 5 show the mean ratings of the concepts as given by the participants and by the nonparticipants on the three dimensions of meaning.

As can be seen in these tables several differences existed. Although, no tests of significance were carried, a difference in the mean rating of -5 or more may be taken as a tangible difference. In this case tangible differences existed on the evaluative dimension of meaning related to several concepts. Compared with the nonparticipants, the participants had more positive feeling about Egypt, Egyptians, Arabs and Islam. On the potency dimension the participants, as compared with the nonparticipants saw Israel as more potent and the Arabs as less potent. On the activity scale the participants saw Israel and Judaism more active than did the nonparticipants.

In summary it may be said that the participants did start the program with a more positive feeling about the Arab cultures than one usually expects of teachers in general. Whether this favorable attitude reflects a higher degree of awareness with world cultures among the participants than the nonparticipants (who consisted of a mixture of teachers in general rather than social studies teachers) or that they reflected a socially desirable response on the part of the group elected to go to Egypt is hard to say. Moreover, the fact remains that the participants began the instructional program with a much more favorable attitude toward Arab culture than teachers in general.

Table 3

Differences Between the Mean Ratings of the Concepts as Given by the Middle East Participants (M_1) and by a "Control" Group of Teachers (M_2) on the Evaluative Scale - (Good-Bad) of the Semantic Differential

Concept	M_1	M_2	$M_2 - M_1$	SD_1	SD_2
Egypt	4.490	3.596	-894*	0.923	1.344
U.S.	4.333	4.754	421	1.097	1.264
Russia	3.471	2.947	-524*	0.984	1.216
Saudi Arabia	4.216	3.807	-409	0.713	0.971
Iran	3.843	4.088	245	0.901	0.730
Israel	4.020	3.684	-336	1.105	1.046
Arab	4.118	3.509	-619*	0.921	0.970
Russian	4.118	3.439	-679*	1.090	0.998
Egyptian	4.980	3.544	-1436*	0.882	1.073
Iranian	4.314	3.930	-384	0.859	0.933
Israeli	4.373	4.000	-373	1.078	1.067
American	4.549	4.789	240	1.120	0.965
Moslem	4.685	4.351	-334	0.867	0.854
Hindu	4.980	4.193	-787*	1.000	0.977
Christian	4.961	5.737	776*	1.293	1.074
Jew	4.451	4.333	-118	1.096	0.839
Islam	5.639	4.228	-1411*	1.198	1.074
Christianity	4.961	5.789	828*	1.796	1.268
Judaism	5.137	5.035	-102	1.237	1.212
Hinduism	4.961	4.719	-242	1.114	1.215
S.S. Teacher	5.059	4.947	-112	1.162	0.893
H.S. Student	4.490	4.140	-350	0.901	0.931
Education	4.451	4.842	391	1.263	1.022
Self	5.569	6.000	431	0.906	0.972
Good	6.431	6.544	113	0.807	1.014
Bad	2.118	1.667	-451	1.054	0.834
Strong	4.824	4.807	-017	1.189	0.856
Weak	3.196	3.649	453	1.183	1.293
Active	5.118	5.281	163	0.808	1.119
Passive	4.039	4.386	347	1.404	0.924

Table 4

Differences Between the Mean Ratings of the Concepts as Given by the Middle East Participants (M_1) and by a "Control" Group of Teachers (M_2) on the Potency Scale - (Strong - Weak) of the Semantic Differential

Concept	M_1	M_2	$M_2 - M_1$	SD_1	SD_2
Egypt	4.451	4.877	426	0.963	0.800
U.S.	5.686	5.825	139	1.087	1.067
Russia	6.294	6.053	-241	0.757	0.992
Saudi Arabia	5.353	4.842	-511*	1.000	1.013
Iran	5.078	3.632	-1446*	1.234	1.195
Israel	4.824	4.035	-789*	0.751	0.482
Arab	4.529	5.193	664*	0.901	0.995
Russian	5.313	5.772	459	1.022	1.073
Egyptian	4.333	5.193	860*	0.848	0.926
Iranian	4.765	4.228	-537*	0.962	0.784
Israeli	4.725	4.456	-269	0.629	0.860
American	5.294	5.439	145	0.899	1.181
Moslem	4.509	4.439	-070	0.969	0.992
Hindu	3.922	4.070	148	0.867	0.968
Christian	4.667	5.123	456	0.997	0.821
Jew	4.549	4.596	047	0.685	0.632
Islam	5.294	4.158	-136	0.877	0.904
Christianity	4.961	5.667	706*	1.041	1.018
Judaism	5.020	4.596	-424	1.063	0.843
Hinduism	4.569	3.877	-692*	0.962	0.973
S.S. Teacher	4.510	5.088	578	1.017	0.912
H.S. Student	4.353	4.561	208	0.762	0.990
Education	4.843	5.386	543	0.886	1.025
Self	4.843	4.526	-317	0.849	0.800
Good	4.863	4.649	-214	0.793	0.698
Bad	4.235	4.526	291	1.371	1.030
Strong	5.706	6.123	417	1.015	1.074
Weak	2.431	1.719	-712	0.969	0.788
Active	5.431	5.404	-027	0.684	0.916
Passive	3.235	2.842	-393	1.053	1.167

Table 5

Differences Between the Mean Ratings of the Concepts as Given by the Middle East Participants (M_1) and by a "Control" Group of Teachers (M_2) on the Activity Scale - (Active-Passive) of the Semantic Differential

Concept	M_1	M_2	$M_2 - M_1$	SD_1	SD_2
Egypt	4.451	4.596	145	0.685	1.002
U.S.	4.922	5.281	359	0.672	0.623
Russia	4.294	4.281	-013	0.808	0.787
Saudi Arabia	4.843	4.632	-211	1.178	0.918
Iran	4.353	3.684	-331	0.939	0.868
Israel	5.569	4.439	-130	0.891	0.925
Arab	4.373	4.649	276	0.862	0.847
Russian	3.980	4.158	178	0.874	0.579
Egyptian	4.255	4.632	377	0.754	0.902
Iranian	4.392	3.877	-515*	0.794	0.774
Israeli	5.170	4.579	-591*	0.923	0.965
American	4.510	4.807	297	1.042	0.893
Moslem	4.255	4.018	-237	0.796	0.529
Hindu	3.941	3.807	-134	0.501	0.640
Christian	4.176	4.456	280	1.138	0.813
Jew	4.765	4.649	-116	0.831	0.910
Islam	4.431	3.947	-484	1.008	1.053
Christianity	3.922	4.526	604*	0.967	0.975
Judaism	4.882	4.175	-707*	0.808	1.057
Hinduism	3.980	3.684	-296	0.370	0.581
S.S. Teacher	4.706	4.895	189	1.143	1.147
H.S. Student	4.078	4.509	431	0.904	0.987
Education	4.196	4.561	365	1.097	1.160
Self	4.843	5.035	192	0.648	0.683
Good	4.765	4.807	042	0.831	0.757
Bad	4.118	3.877	-241	0.963	0.739
Strong	4.824	4.930	106	1.109	1.032
Weak	2.902	2.702	-200	0.906	1.001
Active	5.451	5.825	374	0.907	0.916
Passive	3.392	2.684	-708	0.992	1.017

Turning to the question of the change in the participants' attitudes at the end of the program, comparisons were made between the responses to the Semantic Differential scale before going to Egypt and at the end of the program, just before leaving Egypt. Tables 6, 7 & 8 show the pre-post means on the various concepts and the scales.

As can be seen from these tables, little change in the mean ratings of various concepts appeared after visiting Egypt, and no statistical test of significance were considered necessary. True, on the evaluation dimension there were changes amounting to .5 or more on the mean ratings of the two concepts. Also a change in the mean rating of more than .5 in magnitude occurred in the rating of one concept on the potency dimension and another concept on the activity dimension. These differences, however, are more likely as a product of chance than an indication of true change in attitudes.

The lack of change in attitudes after visiting Egypt is in itself a positive sign. To put it differently, the experience in Egypt did not precipitate any negative feelings toward the Arab culture. The participants did start the program with a favorable attitude and did retain that positive attitude until the termination of the program.

Table 6

The Means, Difference Between Means and the Standard Deviations of Ratings of Concepts by the Participants Before and After Visiting Egypt

Part A: Evaluation Scale

Concept	M_1	M_2	$M_2 - M_1$	SD_1	SD_2
Egypt	4.490	4.622	132	0.923	1.344
U.S.	4.333	4.467	134	1.097	1.264
Russia	3.471	3.467	-004	0.984	1.216
Saudi Arabia	4.216	4.444	228	0.713	0.971
Iran	3.843	4.000	157	0.901	0.730
Israel	4.020	4.178	158	1.105	1.046
Arab	4.118	4.689	571*	0.921	0.970
Russian	4.118	3.933	-185	1.090	0.998
Egyptian	4.980	4.889	-091	0.882	1.073
Iranian	4.314	4.133	-181	0.859	0.933
Israeli	4.373	4.133	-240	1.078	1.067
American	4.549	4.378	-171	1.120	0.965
Moslem	4.686	4.733	047	0.867	0.854
Hindu	4.980	4.578	-402	1.000	0.977
Christian	4.961	4.622	-339	1.293	1.074
Jew	4.451	4.356	-095	1.096	0.839
Islam	5.039	4.800	-239	1.198	1.074
Christianity	4.961	4.756	-205	1.796	1.268
Judaism	5.137	4.600	-537*	1.237	1.212
Hinduism	4.961	4.556	-405	1.114	1.215
S.S. Teacher	5.059	4.711	-348	1.162	0.893
H.S. Student	4.490	4.578	088	0.901	0.931
Education	4.451	4.422	-029	1.263	1.022
Self	5.569	5.533	-036	0.906	0.972
Good	6.431	5.978	-453	0.807	1.014
Bad	2.118	2.000	-118	1.054	0.834
Strong	4.824	5.022	198	1.189	0.856
Weak	3.196	3.133	-063	1.183	1.293
Active	5.118	5.022	-096	0.808	1.119
Passive	4.039	4.222	183	1.404	0.924

M_1 = mean rating before visiting Egypt
M_2 = mean rating after visiting Egypt

Table 7

The Means, Difference Between Means and the Standard Deviations of Ratings of Concepts by the Participants Before and After Visiting Egypt

Part B: Potency Scale

Concept	M_1 - M_2	$M_2 - M_1$	SD_1	SD_2
Egypt	4.451	4.400	-051	0.963	0.800
U.S.	5.686	5.289	-397	1.087	1.067
Russia	6.294	5.756	-538*	0.757	0.992
Saudi Arabia	5.353	5.267	-086	1.000	1.013
Iran	5.078	4.644	-434	1.234	1.195
Israel	4.824	4.444	-380	0.751	0.482
Arab	4.529	4.822	293	0.901	0.995
Russian	5.373	5.222	-151	1.022	1.073
Egyptian	4.333	4.489	156	0.848	0.926
Iranian	4.765	4.311	-454	0.962	0.784
Israeli	4.725	4.711	-014	0.629	0.860
American	5.294	5.067	-227	0.899	1.181
Moslem	4.569	4.978	409	0.969	0.992
Hindu	3.922	3.933	011	0.867	0.968
Christian	4.667	4.689	022	0.997	0.821
Jew	4.549	4.667	118	0.685	0.632
Islam	5.294	5.400	106	0.877	0.904
Christianity	4.961	5.000	039	1.041	1.018
Judaism	5.020	4.667	-353	1.063	0.843
Hinduism	4.569	4.489	-080	0.962	0.973
S.S. Teacher	4.510	4.400	-110	1.017	0.912
H.S. Student	4.353	4.733	380	0.762	1.025
Education	4.843	4.844	001	0.886	0.800
Self	4.843	4.933	090	0.849	0.698
Good	4.663	4.711	048	0.793	1.030
Bad	4.235	3.778	-457	1.371	1.074
Strong	5.706	5.511	-195	1.015	0.788
Weak	2.431	2.622	191	0.969	0.916
Active	5.431	5.444	013	0.684	1.167
Passive	3.235	3.378	143	1.053	0.990

M_1 = mean rating before visiting Egypt
M_2 = mean rating after visiting Egypt

Table 8

The Means, Difference Between Means and the Standard Deviations of Ratings of Concepts by the Participants Before and After Visiting Egypt

Part C: Activity Scale

Concept	M_1	M_2	$M_2 - M_1$	SD_1	SD_2
Egypt	4.451	4.533	082	0.685	1.002
U.S.	4.922	4.733	-189	0.672	0.623
Russia	4.294	4.133	-161	0.808	0.787
Saudi Arabia	4.843	4.956	113	1.178	0.918
Iran	4.353	4.289	-064	0.939	0.868
Israel	5.569	5.200	-369	0.891	0.925
Arab	4.373	4.578	205	0.862	0.847
Russian	3.980	4.111	131	0.874	0.579
Egyptian	4.255	4.378	123	0.754	0.902
Iranian	4.392	4.422	030	0.794	0.774
Israeli	5.176	4.956	-220	0.923	0.965
American	4.510	4.622	112	1.042	0.893
Moslem	4.255	4.156	-099	0.796	0.529
Hindu	3.941	3.889	-052	0.601	0.640
Christian	4.176	4.556	380	1.138	0.813
Jew	4.765	4.844	079	0.831	0.910
Islam	4.431	4.533	102	1.008	1.053
Christianity	3.922	4.600	678*	0.967	0.975
Judaism	4.882	4.689	-193	0.808	1.057
Hinduism	3.980	3.867	-113	0.370	0.581
Social Studies Teacher	4.706	4.511	-195	1.143	1.147
High School Student	4.078	4.533	455	0.904	0.987
Education	4.196	4.622	426	1.097	1.160
Self	4.843	4.911	068	0.648	0.683
Good	4.765	4.444	-321	0.831	0.757
Bad	4.118	3.844	-274	0.963	0.739
Strong	4.824	5.044	220	1.109	1.032
Weak	2.902	2.889	-013	0.906	1.001
Active	5.451	5.444	-007	0.907	0.916
Passive	3.392	3.178	-214	0.992	1.017

M_1 = mean rating before visiting Egypt
M_2 = mean rating after visiting Egypt

PART IV.

SUMMARY & RECOMMENDATIONS

IV. SUMMARY & RECOMMENDATIONS

Any project starts with a model. A model represents the desired product. It assumes "ideal" conditions. A well developed model is a crucial step in planning. It guides the process of implementation and it permits its test in a real life situation.

Real life situations rarely provide all the desired conditions described in the model. Hence, it is the rule rather than the exception that a gap exists between any model and its implementation in real life. This project is no exception.

Success is a relative concept. If a real life project is compared with the standard exemplified in the theoretical model, it will almost invariably be found lacking. If, however, one takes into consideration the constraint of real life the picture would be different.

The implementation of this project, to a large extent adhered to the model. It did recruit sixteen experienced teachers. It did provide these teachers with an extensive training program for eight weeks, six of which were in Egypt. All the participants adhered to the schedule of activities and met their obligations. All the sixteen participants completed quality curriculum projects. What is more, they were invariably positive in their feelings about the program and did indicate that the program was worthwhile. Many of them indicated that they would like to return to Egypt again and that they would recommend it to serious teachers. Considering the fact that this was the first foreign culture experience for more than half of them, this positive feeling speaks highly of the accomplishment of the program.

Despite the evidence to the success of the program, a few points need to be mentioned. They are summarized below as a means of alerting the reader to some of the issues, which if observed could make a strong program even stronger. They were also incorporated in the revised proposal for next year's program.

1. Early advertising of the program is necessary. April is too late a date since many teachers do make their summer plans earlier. Also ample time should be allowed for announcing the program. Many of the participants in this program expressed the concern that they had little time to develop good proposals before the deadline. How many teachers were discouraged from applying by this time constraint is hard to say. But, that possibility existed. Also the limited time between the advertising of the program and beginning it did not allow for additional mailings of announcements. Every effort should be made to bring the program to the attention of teachers in the target area as soon as funding is announced, including the use of newspapers, radio and television advertisements if possible. The more applications are received the better the chance for selecting quality candidates. This is not to say that the present group of participants were not quality participants for that is not true. A safeguard was built in the conditions for application to insure that only experienced teachers who received the endorsement of their school administrators participated in the program. Nevertheless a larger group of respondents affords a better selection of quality proposals.

2. Diversity of proposals must be observed. In this project the participants were allowed the freedom of choosing their curricular projects. This is not a problem in the beginning. But, one must avoid over emphasis on catchy topics such as women or religion. It would be desirable for program directors to announce the less popular themes and invite proposals related to these themes.

   Some of the participants also felt a difficulty in outlining a quality proposal on an area about which they had little academic preparation. Some did like to have models of acceptable curricular units. Both points are meritorious. But, every effort must be made to permit creativity to take place. An instructional product is much more than a subject-matter article. Permiting creativity is not inconsistent with standards. It is desirable to specify the criteria which must be met in stating unit objectives, in the use of motivational techniques, and in the development of mastery tests. Special effort should be made to insure that each participant outlines his (her) curricular unit before going abroad. A detailed outline helps the participant know what information he(she) is seeking while abroad.

Realistic time demands must also be observed. The time that intervened between returning from Egypt and the curricular evaluation workshop was for many too short considering the time it takes to develop slides and the demands of a new academic year. This limitation was, however, offset by delaying the grades and allowing the participants more time to revise their projects.

3. The intensive workshop as conducted in this project was too demanding of teachers time. It did not allow them time to study. Its efficiency could be improved. Had the participants been given the study questions and the reading materials during the orientation workshop the academic workshop would have been limited to a discussion of the issues rather than to listening to lectures. Efficiency could also be improved by scheduling a pre-workshop conference among the consultants to allow them the chance to observe the sequentiality of content and a minimum of repetitions.

4. Academic references and guidance in Egypt are crucial. Due to the difficulty in having access to references in Egypt, a portable reference library is extremely desirable. Assembling such a library during the planning time by the staff of Alexandria University should be reasonably easy. Arrangements also should be made to insure that faculty advisors are available in Egypt to assist the participants in organizing the subject matter content. What is more, independent study time should be protected. Individuals should have the chance singly or in very small groups to interact with nationals if they are to avoid the tourist syndrome and have a first hand experience with the culture. The chance for some participants to live with Egyptian families for a day or two would also be an invaluable experience.

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THE CONTEMPORARY ARAB MIDDLE EAST STUDY - TRAVEL PROGRAM FOR SOCIAL SCIENCE TEACHERS

June 26—August 22, 1978

The State University of New York, College at Fredonia, New York, with the support of a grant from the U.S. Office of Education, is happy to announce a program of study and travel on the Contemporary Arab Middle East. Under the program teachers will enroll in a cooperative program between the State University of New York and the University of Alexandria, Egypt. They will attend an intensive two-week workshop at Fredonia prior to leaving for Egypt where they will spend 45 days of field study. Those who complete the program earn 12 graduate credit hours (6 in Social Studies and 6 in Education).

Objectives of the Program

The program has two objectives. First, it intends to promote and update knowledge of contemporary Middle East Arab culture among Social Studies teachers. Second, it will assist participants to plan, develop and evaluate curricular products to be used for instruction about the Arab Middle East.

Components of the Program

The study program consists of three parts: (1) local component; (2) a field-study component; and (3) an evaluation component.

1. The local component — June 26-July 7

This is an intensive study program in the social studies and in the development of instructional products. It will be held on the campus of the College at Fredonia. Specialists in the areas of history, anthropology, political science, geography, religious philosophy, sociology and economics will present the social science content. Others in curricular development, instructional media and evaluation will coordinate the educational content. Discussions, social activities, and instructions in the Arabic language will supplement the academic component.

2. The field-study component — July 10-August 22

This program will be conducted in Egypt. It consists of a series of lectures and field trips covering most dimensions of the culture whether it is Ancient Egyptian or Contemporary; Islamic or Coptic, etc. Travel is divided roughly as follows: two weeks in Alexandria, three weeks in Cairo, including two days in the Suez Canal region, and one week in upper Egypt. Exposure to the social environment is also planned.

3. Evaluation component

This component is seen as a week-end type workshop for the evaluation of the curricular products developed by the participants. It will be held in the Fall of 1978. Final determination of this date will be made after consultation with the participants.

Application Requirements

The program is open to Social Studies teachers from Northeastern Ohio, Northwestern Pennsylvania and Western New York. Applicants must be in good physical health and must have tolerance to the differences in climate, food and living conditions in Egypt.

Interested teachers must apply by April 25, 1978. Each applicant must submit a letter of endorsement from his/her school administrator. He or she must also submit a current vita and a project proposal of about 2-3 pages. The proposal should state the objectives of the instructional product or the curricular unit to be developed about the Middle East, and outline the procedures to be used. An acceptable instructional product must deal with one of the themes in social studies education such as the relationship between geographic location and international role, religion and its influence on the arts and the like.

Selection of Participants

Preference will be given to teachers with two or more years experience. All proposals will be ranked according to the quality of the design and specifications of the instructional materials they describe. Contributors of the top rated 16 proposals will be designated as primary participants. Authors of the next rated four proposals will be designated as alternates. Applicants will be notified of selection by May 20, 1978. Prospective participants will be asked to come to the State University College for an interview and an orientation workshop on May 27, 1978.

Cost of the Program

Participants pay a fee equal to the normal tuition, living expenses during the workshop at Fredonia, passport and visa costs, and travel costs in the U.S. only. (Tuition is $59.35/credit hour for New York residents and $75.85/credit hour for out-of-state participants; dormitory type housing may be arranged.)

All international travel is covered by the grant. This includes the airfare for New York—Cairo—New York as well as travel in Egypt. Living costs are covered by a maintenance allowance in Egyptian pounds. Although the maintenance allowance may not allow a lavish type of living; it is expected to cover most needs. Personal expenses such as the cost of souvenirs are not covered.

Participation in the Local Program Only

Up to five places will be available for teachers who wish to participate in the local component alone. Those who participate in the local component may earn up to 6 graduate credit hours (3 in social studies and 3 in education).

Program Inquiries

The program is co-directed by Dr. N. Sefein, Professor of Education, and by Dr. M. El Nasser, Associate Professor of Economics. Please direct your inquiries to one of them. They both can be reached by calling (716) 673-3371. Send applications however to:

Middle East Teacher Training Program
Thompson Hall
State University College
Fredonia, New York 14063

Middle East Teacher Training Program
Thompson Hall
State University College
Fredonia, N.Y. 14063

THE ARAB MIDDLE EAST

A STUDY TRAVEL

EGYPTIAN MUSEUM
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Scholarship Program

for

Social Studies Teachers

June 26 — August 22, 1978

The State University College
Fredonia, New York

MIDDLE EAST STUDIES TEACHER TRAINING PROGRAM

Participants

Mr. Howard Conklin
477 Boughton Hill Road
Honeoye Falls, NY 14472
716-624-4317
Affl: Edison Technical and Industrial
High School
Rochester, NY 14621

Mr. Rex Clouston
57 Main Street
Arcade, NY 14009
716-492-2563
Affl: Pioneer Central School
Yorkshire, NY 14173

Ms. Laurie Dell
434 Center Street
Salamanca, NY 14779
716-945-4130
Affl: Little Valley Central School
Little Valley, NY 14755

Ms. Heidi Hursh
131 Vassar Street
Rochester, NY 14606
716-244-0875
Affl: Pittsford Central School
Pittsford, NY 14534

Mrs. Carol Kilkes
3 Duncott Road
Fairport, NY 14450
716-248-5989
Affl: Greece Olympia High School
Rochester, NY 14615

Brother Stephen LaMendola
800 Maiden Lane
Rochester, NY 14615
716-865-4857
Affl: Cardinal Mooney High School
Rochester, NY 14615

Ms. Marie Longo
189 Herkimer Street
Buffalo, NY 14213
716-883-7805
Affl: Kensington High School
Buffalo, NY

Mr. Michael J. Longyear
12-B Andrea Drive
Vestal, NY 13850
607-797-5487
Affl: Owego Free Academy
Owego, NY 13827

Ms. Berta MacKenzie
241 Butler Drive
Pittsford, NY 14534
716-334-1299
Affl: City School District
Rochester, NY 14614

Ms. Candace Morgan
379 Main Street
East Aurora, NY 14052
716-652-9635
Affl: East Aurora High School
East Aurora, NY 14052

Ms. Judith Reynolds
305 Chestnut Street
Fredonia, NY 14063
716-672-4283
Affl: Fredonia Central School
Fredonia, NY 14063

Mr. Brian Swayze
873 Lockport Road
Youngstown, NY 14304
716-745-3906
Affl: LaSalle Senior High School
Niagara Falls, NY 14303

Mrs. Karran Swayze
873 Lockport Road
Youngstown, NY 14304
716-745-3906
Affl: Lewiston-Porter Senior High School
Youngstown, NY 14174

Mr. David J. Switala
11 Hillside Terrace
Jamestown, NY 14701
716-664-7499
Affl: Cassadaga Valley Schools
Cassadaga, NY 14718

Ms. Angela Symula
3 Middlesex Drive
Fredonia, NY 14063
716-672-2570
Affl: Fredonia Central School
Fredonia, NY 14063

Mrs. Louise Wilde
8797 Roosevelt Boulevard
Pittsburgh, Pa. 15237
412-366-4091
Affl: North Hills School District
Pittsburgh, Pa. 15229

STATE UNIVERSITY COLLEGE • FREDONIA, NEW YORK 14063

Middle East Studies
Teacher Training Program

I understand that since a portion of the cost of developing the instructional materials is supported by federal funds I may not be entitled to the full copyright for the materials I develop. Furthermore, I agree to deposit a copy of these materials with the State University College at Fredonia and authorize the College to disseminate such materials to non-profit educational institutions.

Name	
Howard Conklin	
Rex Clouston	
Laurie Dell	
Heidi Hursh	
Carol Kilkes	
Stephen LaMendola	
Marie Longo	
Michael Longyear	
Berta MacKenzie	
Candace Morgan	
Judith Reynolds	
Brian Swayze	
Karran Swayze	
David Switala	
Angela Symula	
Louise Wilde	
Philip Hays	

:n
July 6, 1978

THE MIDDLE EAST TEACHER TRAINING PROGRAM

1978

A Final Evaluation Questionnaire

I. Program Announcement

1. Did you hear about the program in time to apply before the first deadline? YES____ NO____

2. If NO what do you suggest done to help insure the information is received by potential participants early enough.

_____

_____

_____

3. Was the announcement explicit enough as to your rights and obligations? YES____ NO____

4. If NO what additional information would you like to see included?

_____

_____

_____

II. The Orientation Workshop (Fredonia, May 27, 1978)

To what extent do you consider the Orientation Workshop useful in preparing you for the (Rate from 1 = Poor to 5 = Excellent)

a. Academic Component 1 2 3 4 5

b. Planning your travel 1 2 3 4 5

What would you suggest to be added to or deleted from its content?

_____

_____

_____

_____

III. The Local Workshop (Fredonia, June 26-July 7, 1978)

As you think about the content of the workshop, consider what you as a teacher need in planning units for your students. To what extent do you consider each of the following components necessary (Rate from 1 = Delete to 5 = Essential), then elaborate with suggestions after each rating.

1. The historical background for nationalism among Arab countries

   Comments: _____

2. The geography of the Middle East

   Comments: _____

3. Arab culture

   Comments: _____

4. The Arab-Israeli conflict

   Comments: _____

5. The political systems and power struggle in the Middle East

   Comments: _____

6. History of Ancient Egypt

   Comments: _____

7. Basic principles of Islam

Comments: _____

_____

_____

8. Islamic Art

_____

_____

_____

9. Principles of Curriculum Development & Instructional Media

a. Objectives of Social Studies

Comments: _____

_____

_____

b. Need Analysis

Comments: _____

_____

_____

c. The development of instructional materials (the general model)

Comments: _____

_____

_____

d. Specification of instructional objectives

Comments: _____

_____

_____

e. Questioning skills

Comments: _____

_____

_____

f. Motivational elements and the use of media

Comments: _____

_____

_____

g. Selecting the subject-matter content

Comments: _____

_____

_____

h. Evaluation of curricular products

Comments: _____

_____

_____

10. Instruction in Arabic

Comments: _____

_____

_____

IV. The Overseas Program (Please comment in terms of social studies education in general rather than your specific unit requirements.)

1. Lectures: Please look over the program you have and list three lecture topics that were most relevant to your needs and three that were least relevant.

a. Most relevant: 1. _____

2. _____

3. _____

b. Least relevant: 1. _____

2. _____

3. _____

2. Field trips: Please list the three field trips that were most relevant and three that were least relevant to your need.

a. Most relevant: 1. _____

2. _____

3. _____

b. Least relevant: 1. _____

2. _____

3. _____

3. Procedural matters: Please comment on procedural matters such as scheduling, organization, etc. Please include both positive and negative features:

_____

_____

_____

4. Accommodations: Please comment:

_____

_____

_____

5. Further suggestions: Topics not covered, organization, etc.:

_____

_____

_____

V. Evaluation Workshop: Please comment on the desirability of the post-travel workshop:

_____

_____

_____

VI. What modifications in the program do you suggest to make it more suitable for a wider teacher representation as far as age groups or specialization?

_____

_____

_____

VII. Would you recommend a program of that sort to a colleague? What type of colleague? Why?

_____

_____

_____

VIII. Other comments:

_____

_____

_____

_____

_____

_____

STATE UNIVERSITY COLLEGE
FREDONIA, NEW YORK

The Arab Middle East Teacher Training Program 1978
N. Sefein, Project Director

Instructional Products Evaluation Sheet

Author of Unit_____

Topic:_____

Grade level for which unit is intended:_____

Discipline represented by the topic

Anthropology_____	Political Science_____
Economics_____	Psychology_____
Geography_____	Sociology_____
History_____	Interdisciplinary_____

Content & Procedures

Please rate the material presented using the following scales. Scores extend from 1 = poor to 5 = excellent.

1. Clarity of unit objectives - - - - - - - - - - - - _____
2. Use of an introductory part as advance organizer, describing the content and order of the ideas in the unit - - - - - - - - - - _____
3. Use of questions to encourage thinking - - - - - - _____
4. Definition of concepts used - - - - - - - - - - - - _____
5. Use of examples to help the student reflect on the cultural concepts covered - - - - - - - - - _____
6. Contrasting cultures relative to facts, e.g., population densities in various countries, role of women as defined in various religions, etc. _____
7. Asking the student to analyze problems and suggest solutions - - - - - - - - - - - - - - - - - _____
8. Analyzing possible, even conflicting solutions in terms of cultural values held - - - - - - - - - _____
9. Avoidance of explicit declaration of attitude judgments in the presentation - - - - - - - - - - _____
10. Use of review to bring closure - - - - - - - - - - _____

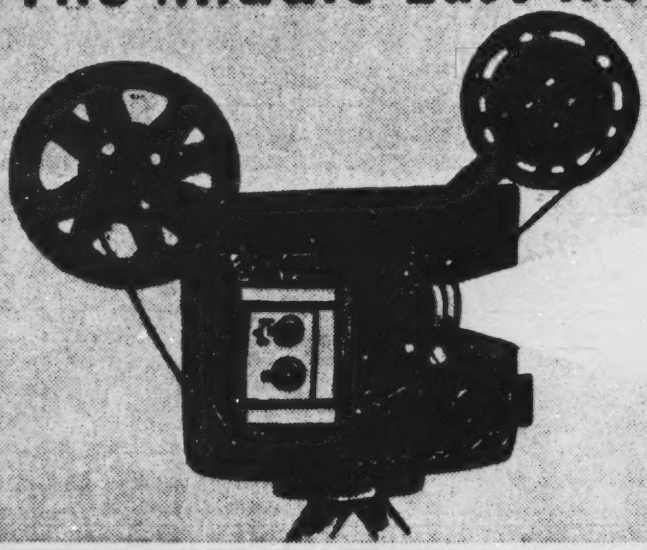
Other comments_____

_____

_____

Overall rating_____ 68 _____
Evaluator's Signature

The Middle East Institute



FILM CATALOGUE

The Film Library was established in the Fall of 1970 by the Middle East Institute, as part of its expanding educational activities. It covers both general and specific topics focusing primarily on the contemporary Middle East and North Africa, emphasizing educational and avoiding propagandistic themes. All films are 16 mm with sound. The Institute does not produce its own films, they are loaned to the public for educational purposes. The rules and regulations governing the use of the Film Library are listed below and should be consulted prior to making reservations.

1. All inquiries and reservations should be directed to:

   The Film Library
   The Middle East Institute
   1761 N Street, N.W.
   Washington, D.C. 20036
   Tel: (202) 785-1141

2. These films are available for use by elementary and secondary school teachers at ~~$3.00~~ per film, and by college and university professors and others at a nominal fee of ~~$5.00~~ per film. These fees are charged in order to partially defray handling and distribution costs.*

3. Films ***are not*** to be reserved more than 90 days in advance of the anticipated date of showing. ***No more than three (3) films*** may be reserved at any one time.

4. Alternate reservation dates, if possible, should be submitted for each film requested. Also, alternate film titles, ***if any***, should be indicated so as to expedite reservation procedures.

5. If the film (or alternate) is not available on the dates requested, a conditional reservation for the earliest available date will be made subject to confirmation.

6. The Film Library reserves the right to cancel film reservations at any time with due notice.

7. Unless specific advance provisions have been made, each film is reserved for ***one day showing only***, and ***must be*** returned ***immediately*** after viewing so as to avoid disappointment for the next borrower. Films should be returned via ***insured*** parcel post to our distributor: Visual Education, Inc., 1425 H Street, N.W., Southern Building, Suite 424, Washington, D.C. 20005.

8. The self-addressed Report Form for each film must be completed and returned.

*(See Supplement)

GENERAL

History & Culture of the Middle East I, *black & white, 28 min.* Historical development of the Middle East from ancient times to invasion of Tartars and Mongols in the 13th century. Includes a geographic overview of the Middle East, the Arab conquests and spread of Islam.

History & Culture of the Middle East II, *black & white, 28 min.* Continuation of "History & Culture I" from the Turkish conquests of the 16th century, their decline and the beginning of Western influence. Includes the discovery of oil, post-World War II revolts against the Europeans, the creation of the State of Israel, and other events of the 20th century.

The River Nile, *color, 34 min.* This film traces the historic course of the Nile from its sources through the Sudan and Egypt to the Mediterranean, discussing along the way its various peoples and cultures, historical highlights, archaeological sites, and remnants of the civilizations which have flourished along the Nile.

Upsurge of Nationalism, *black & white, 25 min.* Brief review of Arab history from the 7th century to World War I; emergence of the different political states, and the end of Western domination. It includes modernization in Turkey, Nasser's rise to power and nationalization of the Suez Canal, creation of the U.A.R., independence of Syria, Libya, and the Sudan, and the dismissal of Glubb Pasha. Economic situation in the Arab world and problems caused by the shortage of water, energy, and technology are also discussed. It does not cover events since 1958.

Oasis in the Sahara, *color, 16 min.* The Sahara, for all its apparent hostility—blistering heat during the day and chilling winds at night—provides a means of survival and sustenance to those who attempt to live on it: the oasis. This film describes the way of life in the Libyan oasis of Ghadames, south of Tunisia, near the Algerian border. It portrays the traditional culture of its 3,000 inhabitants, their use of the meager resources, irrigation, cultivation, and handicrafts.

The Rivers of Time, *color, 26 min.* This film gives an informative introduction to the history of the Middle East, discussing the origins of civilization in Sumerian times and the later achievements of the Arabs in science and philosophy.

ISLAM

ABC Presents Dean Pike, *black & white, 25 min.* The Very Rev. Dean Pike, Professor Shaykh Al-Bitar (Syrian), and Dr. Abd Al-Hakim (Pakistani) discuss the relationship between Islam and the Judeo-Christian tradition, certain Islamic principles, and such topics as the religious resources which contribute to peace, democracy, and brotherhood.

Gift of Islam, *color, 25 min.* This film concentrates on the contributions of the Muslim World to the West in the fields of architecture, engineering, navigation and geography, mathematics, astronomy, medicine, horticulture, crafts, metallurgy, calligraphy, literature, music, and philosophy.

The Hajj, *color, 25 min.* The pilgrimage to Mecca, one of the five pillars of Islam, is the subject of this film. It shows the religious ceremonies connected with the pilgrimage and includes some background on the history and principles of Islam.

Islam *black & white, 19 min.* This film is a brief review of the political, cultural, and religious nature of the Islamic community. The growth of the historic Islamic community is seen from the days of Mohammed to the present. The evolution of its basic doctrines is reviewed and analyzed in the light of modern Western influence. The worshipper is seen approaching God through the five basic duties of his faith: creed, prayer, fasting, tithing, and pilgrimage.

The Islamic Center in Washington, D.C., *black & white, 15 min.* The need for a mosque and Islamic cultural center in Washington resulted in the building of the Islamic Center in 1953. It serves as a mosque and a center for Islamic studies and culture. Interior and exterior details of the Cent are shown, its services described, and a scene of prayer is presented.

The Road to Arafat, *color, 60 min.* Muslims come from all over the world to participate in the pilgrimage to Mecca, one of the five pillars of Islam. This is a longer version of "The Hajj" and includes 20 minutes on modernization in Saudi Arabia. Narration is in Arabic; English subtitles are not provided.

The Sufi Way, *color, 25 min.* The beliefs and practices of Sufism in India, Iran, Turkey, Tunisia, and Morocco are discussed in this film. The hidden philosophical meanings are explained through music, art, dance of the whirling dervishes, and an allegory showing the human search for spiritual enlightenment.

JUDAISM

Aspects of Jewish Theology, Part I, *black & white, 30 min.* Rabbi Eugene Borowitz, Professor of Education at

the Jewish Institute of Religion of Hebrew Union College, explains Judaism's definition of God, Hebrew Scripture, dogma and creed, diversity and unity, God's covenant with humankind and with Israel, and the concepts of the Jews as an exemplar people. It includes readings from religious texts.

Aspects of Jewish Theology, Part II, *black & white, 30 min.* Rabbi Borowitz analyzes the concepts of original sin, free will and repentance, and discusses Israel, Messianism and the Kingdom of God. It includes readings from religious texts.

Jews and Their Worship, *black & white, 30 min.* Rabbi Max J. Routtenberg, Visiting Professor of Homiletics at the Jewish Theological Seminary, describes and analyzes the basic aspects of Jewish prayer and synagogue worship as it has evolved out of historic and religious experience. Cantor Ben Belfer chants selections from the liturgical service.

OIL INDUSTRY

Abu Dhabi, Land of the Gazelle, *color, 25 min.* (See description under "Abu Dhabi").

Desert Horizons, *black & white, 27 min.* (See description under "Saudi Arabia").

Downstream, *color, 30 min.* Primarily concerned with the downstream operations of the oil industry, illustrating the importance of Middle Eastern oil to Europe.

Project Cham, *color, 50 min.* (See description under "Iran").

Wave, Coral, and Rock, *color, 45 min.* (See description under "Iran").

ABU DHABI

Abu Dhabi, Land of the Gazelle, *color, 25 min.* The discovery and production of oil in the desert of Abu Dhabi is the topic of this film. References are also made to the government's use of the oil income in improving living conditions for its citizens.

AFGHANISTAN

Afghanistan, Land of Beauty and Hospitality, *color, 41 min.* Afghanistan is shown as an ideal tourist country and the various historical sites throughout Afghanistan are depicted. Also depicted are Afghan nomad society, national dances, crafts, as well as modernization efforts and plans for progress.

BAHRAIN

Mystery of the Mounds, *color, 30 min.* This film opens with a general view of Bahrain, its government, economy, oil, shipping, fishing, pearl diving, importance of water, agriculture, etc. The remaining two-thirds is about the Danish archeological expedition, the search for the lost city of Dilmun believed to be buried under the sands of Bahrain.

EGYPT

Egyptian Villagers, *color, 14 min.* This film is an excellent portrayal of the life of the Egyptian fellahin today. It follows the events of a typical day in the fields, marketplace, school and home, and attempts to illustrate the continuity of the traditional culture amid the gradual changes in family life and agricultural methods effected through education and modernization.

Egypt, Land of Time, *color, 25 min.* The historical monuments of Cairo, Alexandria, and Luxor are shown as are the barrage, old Aswan dam, churches, mosques, and bazaars. Illustration of village life, agriculture, rural reforms and industrial developments. Short commentary on modern education.

Nile, the Creator, *color, 25 min.* A capsule history of Egypt from ancient times to the present, showing the historical sites such as Ramses II at Abu Simbel, the pyramids, Luxor and its tombs, cities of Cairo and Alexandria today, Coptic churches and Islamic mosques, and the Aswan dam. It also includes plans for future progress, new industries, land reclamation projects and modern education. This film was produced when the Suez Canal was still in use.

The World Saves Abu Simbel, *color, 28 min.* This film is a documentary of the organized international effort to save the famous temples of Abu Simbel in Egypt. It begins with a historical review of the temples, pointing out the massive resettlement of the Nubian population and the threat to the temples as the waters of the Nile began to back up behind the Aswan Dam. The film then focuses on the massive efforts mobilized through UNESCO to save Abu Simbel. It gives an excellent description of the engineering achievement in dismantling, removal and reassembling of the temples and the surrounding landscape.

IRAN

Iran on the Move, *color, 17 min.* This film focuses on the migration of Iran's tribes from their summer to winter quarters and back. It includes the tribes of Bakhtiari,

1977 SUPPLEMENT

NEW RATES

(Effective April 1, 1977)

Elementary & high school teachers:	$ 5.50
College & university professors:	$ 8.00
Other individuals & groups:	$10.50 (per film)

NEW FILMS

AL ANDALUS, color, 34 min. Political and cultural history of Islamic Spain to 1492. Great achievements in architecture, philosophy and science which profoundly influenced Europe and the West. Spectacular photography, especially of the architecture.

EGYPT: THE STRUGGLE FOR STABILITY, color, 28 min. An honest picture of contemporary Egypt and its massive economic and population problems. Life in Egypt from the point of view of its people from various walks of life, from peasants to urban dwellers to college graduates.

OF TIME, TOMBS AND TREASURE: THE TREASURES OF TUTANKHAMUN, color, 27 min. An Exxon Film. 1977. Dramatization of the discovery and opening of the tomb of Tutankhamun, through a visit to the site in modern day Egypt and through original documentation of events surrounding the famous 1922 archeological find. The film goes back into history to examine Egyptian society and life at the time of the Pharaohs Akhenaten and Tutankhamun, revealing the importance of the tomb and its contents to the ancient Egyptians and to us today. Intermittent shots of the valuable artifacts now on display make the film an exhibition in itself.

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Narrated by J. Carter Brown, Director of the National Galley of Art.

Near East Report, Dr. Allen Pollack, chairman of the Exec. Committee of American Professors for Peace in the Middle East and a professor at Yeshiva University, Rabbi Elmer Berger, head of American Jewish Alternatives to Zionism and of the American Council for Judaism, and Mr. Christopher Mayhew, member of Parliament, Great Britain. Short question and answer period is included.

Miracle in the Holy Land, *color, 21 min.* This film is an account of Musa Alamy, a former lawyer and himself a Palestinian refugee, who devoted his time, ingenuity and fortune to making a home and training center for destitute Palestinian refugee boys, where they learn to become craftsmen and farmers in order to return to Arab village life, and to become economically self-sufficient.

Tomorrow Begins Today, *color, 15 min.* UNRWA's efforts in providing education and vocational training for the Palestinian refugees and the difficult and unsolved problems of the refugees are the subject of this film.

Your Friend, Omar, *black & white, 25 min.* This film relates the story and the problems of a young Palestinian living in a refugee camp, and his psychological, educational, and vocational needs. The role of UNRWA's vocational training program in providing opportunities for vocational education for the young Arab refugees is also depicted.

SAUDI ARABIA

Bedouins of Arabia, *color, 20 min.* This film is a shorter version of "The Empty Quarter." References to Thesiger and his travels in southwest Arabia are omitted, but like "The Empty Quarter," this is an intimate and vivid portrayal of the bedouin tribesmen of Arabia, their values, way of life, and their mastery of the art of desert survival.

The Empty Quarter, *color, 50 min.* This film traces the post-World War II trip of the famous British explorer, Wilfred Thesiger, across the Empty Quarter of Saudi Arabia. Excellent portrayal of desert way of life and bedouin values.

Desert Horizons, *black & white, 27 min.* The story of the discovery of oil in Saudi Arabia, its impact on economic modernization, as well as a short history of the late King Ibn Sa'ud's rise to the throne.

Green Desert, *color, 20 min.* An explanation of the Saudi Arabian government's agricultural policy, modernization of methods of irrigation, pest control, soil and water evaluation, planting, poultry, cattle and horse breeding, as well as the economic and social effects of resettling nomadic families.

Healing Sword, *color, 20 min.* This film describes the expanding health facilities and medical services provided by the Saudi Arabian government for its people including mobile health units for meeting health needs of the bedouin nomads.

Message from Riyadh, *color, 20 min.* This film depicts the expansion of modern forms of transportation and communication in Saudi Arabia; contrast is made with the traditional means of transportation.

Miyah, *color, 45 min.* The main focus of this film is the problem of finding and tapping the meager sources of water in Saudi Arabia; bedouin life style, antiquated and modern methods of water extraction, irrigation, and conservation in this area are presented.

In a Twinkling of an Eye, *color, 25 min.* Saudi Arabia's efforts in education and manpower development are portrayed in this film by following the advancement of a young boy up the educational ladder.

We Came to Learn, *color, 25 min.* Education at the college level in Saudi Arabia is examined in this film as three students come to study at the University of Riyadh. Their courses of study in geology, medicine and chemistry are followed until each graduates as a professional in his field.

The Wise Men, *color, 20 min.* Saudi Arabia's many varied education programs for all ages are viewed in this film. Teacher training programs, adult literacy classes, university professional training courses, and training for the blind and deaf are among the programs presented.

TURKEY

Ataturk, of a Man and a Nation, *black & white, 30 min.* The reforms and contributions of Turkey's great president, Mustafa Kemal Ataturk are discussed in this film. Some historical attractions, the ceremonies of moving Ataturk's body to a new site, and the celebration of the 500th anniversary of the fall of Constantinople are also covered.

Golden Crescent, *color, 30 min.* This film portrays a general view of Turkey including its recent history, attempts at modernization in agriculture and education, and the significance of oil to its development. It also includes a review of the Christian and Muslim religious sites as well as vacation spots and tourist facilities.

1975 - 1976 SUPPLEMENT

1976 RATES

Due to rising costs, rates for film use have been increased to the following (effective January 1, 1976):

Elementary & secondary school teachers:	$5.00
College & university professors:	$7.50
Other individuals and groups:	$10.00 (per film)

NEW FILMS

AFGHAN WOMEN, color, 17 min.
Daily life of women in seclusion in a rural community of northern Afghanistan. Narration is in their own words as they work together, prepare dowry items, and give personal views on marriage, children and education.

ALKHALIJ -- THE GULF, color, 27 min.
A general introduction to Bahrain, Qatar, Oman and the United Arab Emirates, this film shows how oil resources and rapid modernization have altered traditional landscapes, modes of travel, commerce, agriculture and the daily lives of the people in these Gulf States.

BERBER VILLAGES OF SOUTHERN TUNISIA, color, 30 m.
An architectural study of village forms and dwellings in the Matmata mountain range, the film traces the evolution of the environment which took place as the Berbers adapted themselves to the more nomadic way of life introduced by the conquering Arabs. The people of today are shown in their activities and dwellings, which are often underground.

THE CHANGING MIDDLE EAST, color, 25 min.
Good impressionistic introduction to today's Middle East, designed for secondary school and general use. Countries are not treated individually, though the Palestine problem is covered. A geographical, climatic, economic overview of the area's past and present, the film includes discussion of the role of cities, the three major religions, oil, women and education.

JORDAN, color, 19 min.
Many facets of today's Jordan, from traditional life to recent developments in education, industry, communications and architecture. Includes historical sites such as Jerusalem and Petra.

GRASS: A NATION'S BATTLE FOR LIFE, b&w, 45 min.
(Silent, with titles.) 1924 documentary of the Bakhtiari tribe's semiannual migration from lowlands to highlands in the Zagros Mountains in search of greener pastures. Film begins in Anatolia and includes scenes of a caravanserai and desert patrol, before the filmmakers join the Bakhtiari in southwestern Iran.

JERUSALEM: PROPHETS & PARATROOPERS, color, 30 m.
This film portrays the multireligious character of Jerusalem, and traces the historical background of the 1967 Arab-Israeli conflict. It then focuses attention on the changes made in the Old City of Jerusalem since its annexation by Israel following the 1967 war, attempting to provide a balanced presentation of opposing views. The narrator concludes that internationalization might be the best solution to the problem of Jerusalem.

THE PAINTED TRUCK, color, 28 min.
Trucks, the principal mode of transportation in Afghanistan, are gaily decorated and prepared for loads of food, goods, animals and people. "Malik", the owner of one such vehicle, "Motarwan", the driver, and "Cleanar", the apprentice, reveal much about their lives and traditions as we travel with them from Kabul to Bamian, in the Hindu Kush.

STONES OF EDEN, color, 25 min.
Documents a year in the life of a wheat farmer in the mountains of central Afghanistan and shows the simplicity of the family's existence and farming methods. The farmer hopes for the education and betterment of his son while he himself faces lifelong labor under a harsh system of credit.

TALES FROM A BOOK OF KINGS, color, 26 min.
Scenes from lovely miniature paintings illustrate stories from the Iranian national epic, the Shah Nameh. Excellent introduction to Persian art, literature and culture.

ART STUDIO IN THE VILLAGE, color, 29 min.
Presentation of the history and principles of the creative workshop founded by Dr. Ramses Wissa Wassef near Harrania, Egypt. Many of the unique tapestries are shown in detail, on the loom and as completed works of art.

THE NOMADS OF BADAKHSHAN, color, 27 min.
The film reveals the nomads' role as wealthy traders and transporters of goods in northern Afghanistan, and gives an intimate view of their lifestyle, routines and values.

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MIDDLE EAST STUDIES TEACHER TRAINING PROGRAM

Required Reading List for Teachers participating in SUNY-Fredonia Middle East Studies Teacher Training Program in cooperation with the University of Alexandria, Arab Republic of Egypt.

** Denotes textbooks to be purchased by participants.*

1. *PROFESSOR GIRGIS GHOBRIAL - STATE UNIVERSITY OF NEW YORK - COLLEGE AT OSWEGO*
PHYSICAL AND CULTURAL GEOGRAPHY OF THE MIDDLE EAST

Recommended reading material:

Forrest, A.C., The Unholy Land, Devin Adair Co., 143 Sound Beach Avenue, Old Greenwich, CT., (203-637-4531).

Davis, John H., The Evasive Peace, New World Press, 135 E. 44th Street, New York.

2. *PROFESSOR EDWARD MADDEN - STATE UNIVERSITY OF NEW YORK AT BUFFALO*
MIDDLE EASTERN ARTS

* *Textbooks:*

* *Christopher, John B., The Islamic Tradition, Harper and Row, New York, 1972.*

* *Rahman, Fazlur, Islam, Doubleday, New York, 1968.*

3. *MS. JUDI BELCHER - GRADUATE STUDENT AT THE UNIVERSITY OF CHICAGO*
HISTORY OF ANCIENT EGYPT

* *Textbooks:*

* *Moscati, Sabatino, The Face of the Ancient Orient: A Panorama of Near Eastern Civilization in Pre-Classical Times, Anchor Books, Doubleday and Company, Garden City, New York.*

* *Gardiner, Sir Alan, Egypt of the Pharohs: An Introduction, Oxford University Press, New York.*

Recommended reading:

Culican, Wm., The First Merchant Venturers, McGraw Hill Paperbacks, New York, 1971.

Hallo, Wm. W., and Simpson, Wm. Kelly, The Ancient Near East; a History, Harcourt, Brace, Javanovich Inc., 1971

General Near Eastern History (Ancient)

4. *PROFESSOR MOHAMED EL-BIHIRI, SUNY COLLEGE AT BUFFALO*
MIDDLE EAST SOCIETY AND CULTURE

* *Textbooks*

* *Mansfield, Peter, The Arab World,(Crowell, New York, 1976).*

* *Sharabi, Hisham, Palestine and Israel, (Pegasus, New York, 1969).*

Suggested readings

Berger, Morroe, The Arab World Today,(Doubleday, New York, 1964).

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